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ABSTRACT

This publication reports on the general condition of K-12 education in the state of Colorado. It summarizes current efforts to restructure the educational system based on student and national goals, and provides information on Colorado's educational performance, school district personnel, and major state programs. Section 1 describes the need for establishing standards, what they look like, and how they are being set. Section 2 describes the National Education Goals and provides examples of local effort to meet them. The third section offers information on the state's educational performance, including academic achievement, high school graduation rates, and participation in postsecondary education. A school-age demographic profile is offered in the fourth section. Section 5 presents information on educational personnel, including school district employees and teacher certification. Section 6 describes Colorado's educational system and programs. Five tables and 58 figures are included. (LMI)

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STATE REPORT CARD 1994

High Expectations
High Achievements

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K-12 PUBLIC EDUCATION IN COLORADO

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CITIZENS OF COLORADO

Coloradans have the opportunity to create a world class K-12 education system. Many efforts to set high expectations for achievement and help students reach high standards are already in place.

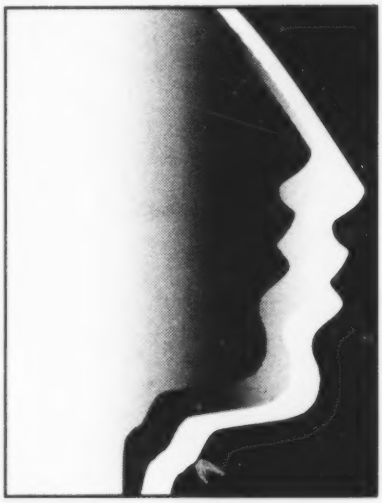
From preschool through adulthood, we all are facing challenging times which hold much promise. We must create the opportunities for learning and the systems to support success for each student in our communities and across the state. Working together, we can do this.

The **1994 State Report Card** contains information about how Colorado school districts performed and are moving toward meeting both their school and district goals as well as state and national education goals. Also included is descriptive information on the school-age population in Colorado, educators, and the K-12 educational system. Your inquiries are welcome.

Sybil S. Downing, Chair
Colorado State Board of Education

William T. Randall, Commissioner of Education
State of Colorado

STATE REPORT CARD 1994



High Expectations
High Achievements

K-12 PUBLIC EDUCATION IN COLORADO

cde

Colorado Department of Education
WILLIAM T. RANDALL
COMMISSIONER OF EDUCATION
STATE OF COLORADO

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AUGUST 1994

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Mission Statement

"To lead, to serve, and to promote quality education for all."

Our mission is to provide leadership and service to Colorado's education community and, through collaboration with this community, to promote high quality learning environments, high performance standards, and equitable learning opportunities for all Colorado's diverse learners.

Federal funds in the approximate amount of $4,300 from Chapter 2 ESEA, CFDA #84.151Z financed 100 percent of the printing costs of this publication.

This report was prepared by the Research and Evaluation Unit of the Department under the provisions of Colorado Revised Statutes 22-2-112(k) and 22-20-104(3) which require the Commissioner of Education to report annually on educational issues and specific programs of the Department. Appreciation is expressed to the following agencies for sharing information related to Colorado education: the Governor's office, the State Demographer's Office, the Colorado Department of Health, the Colorado Department of Institutions and the Colorado Commission on Higher Education. Additional information about any of the material in this report may be obtained by contacting the Research and Evaluation Unit at (303) 866-6824.

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TABLE OF CONTENTS

State Education Goals iv

Section 1. High Expectations and High Achievements

Pulling Together 1
Higher Expectations 1
Systems Change 2
What Are Education Standards? 2
What Do Content Standards Look Like? 3
What Is Standards Based Education? 3
How Are Standards Being Set? 6
Opportunity for All Students 6
Conclusion 7
Major State Board Actions 8

Section 2. National Education Goals

The National Education Goals 9
Education Consumers 10
Efforts to Achieve the Goals 10
Highlights of the 1993 Report 11
Examples of Local Efforts 11
Goal Reports 13

Section 3. Educational Performance

Achievement of Public School Students 19
Achievement of College-Bound Students 23
High School Graduation and Dropouts 25
Postsecondary Participation 28

Section 4. School Age Demographic Profile

Public School Membership 29
Private School Enrollment 31
Colorado Home Study 32
Colorado's Non-School Population 33
Colorado Youth At Risk 33

Section 5. Educational Personnel

Profile of School District Personnel 39
Teacher Education and Certification 42
Assessment of Teacher and Administrator Candidates 43

Section 6. Educational System and Programs

Colorado's Educational System 45
State Educational Programs 47
School District Revenues and Expenditures 53

COLORADO EDUCATION GOALS

Mission of the State Board

The mission of the State Board of Education is to promote attainment of the State Board of Education goals for Colorado public education. Working with all Colorado citizens, the State Board of Education is dedicated to:

- Encouraging students to attain their highest social and academic potential;
- Promoting and enabling variability in methods of reaching the goals;
- Establishing rules that will enable and promote the effective restructuring of schools;
- Closing the gaps between policy, research, and practice;
- Improving the quality of education for teachers, administrators, and librarians; and
- Enhancing lifelong learning through access to information, quality libraries and adult literacy services.

State Board Goals for Colorado Education

Graduation Rate

Goals

- Colorado's statewide public school graduation rate will increase by two percent annually from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995.
- (K-3) All Colorado schools will have established procedures in grades K-3 to identify potential at-risk students and provide them with successful learning experiences upon identification.
- (4-12) All Colorado schools will have educational programs in place that adequately prepare all students to enter and succeed in their next level of enrollment. These programs will provide students with appropriate skills and will ensure their continuous progress toward graduation from high school.

Priority Objectives

- Those racial/ethnic and gender groups with currently low graduation rates have demonstrated proportionately greater increase in graduation rates each year until equity is achieved.
- Every school district in Colorado has educational alternatives available to assist all students to progress toward graduation by July 1, 1990.
- All Colorado at-risk preschool children are enrolled in quality early childhood learning programs by July 1, 1992.

Definition: Graduation rate is the percentage of students who receive a diploma in relation to those entering grade nine, adjusted to accommodate transfers.

Attendance Rate

Goals

- Colorado's public school attendance rate will improve from the 1981-87 average rate of 92 percent to 95 percent by July 1, 1995.

Priority Objectives

- Each year, all Colorado school districts certify their attendance rates as part of the annual reporting cycle to the state.
- School districts certifying an attendance rate below 95 percent have a process to improve attendance in their annual plans.

Definition: Student attendance is when a student is present where assigned and is engaged in the district's educational process.

Student Achievement

Goals

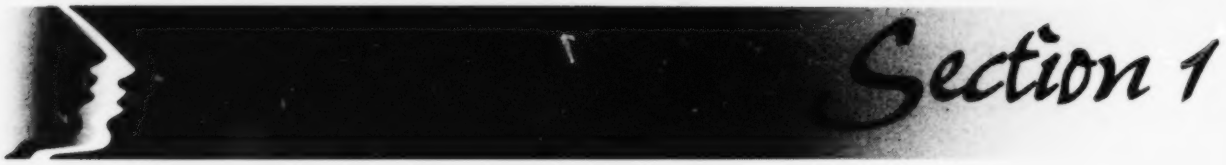
- Colorado's public school system will have demonstrated continuous, measurable and significant gains in educational achievement for all student groups by July 1, 1995.
- By July 1, 1991, Colorado's school districts will have defined their expected student proficiencies at designated grade levels, and will have implemented a program of measurement and reporting.
- By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.

Priority Objectives

- Between 1989 and 1995, all Colorado school districts have increased the percentage of students successfully attaining educational outcomes as defined by their district's plan for student achievement.
- Between 1989 and 1995, all Colorado high schools have continually increased the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented.
- The scores of all student groups in the statewide assessment sample have increased by five percentile points by July 1, 1995.
- Any performance discrepancy in the statewide assessment sample among racial/ethnic and gender and other minority student groups has been reduced with each successive assessment until equity is achieved.

Definition: Student achievement is an expected or anticipated knowledge, skill, attitude or behavior resulting from a planned instructional program, the attainment of which can be demonstrated through discernible or measurable outcomes.

(Adopted December 1988)



High Expectations and High Achievements

Pulling Together for Colorado's Youth

A Message from Bill Randall, Colorado Commissioner of Education
August, 1994

Pulling Together

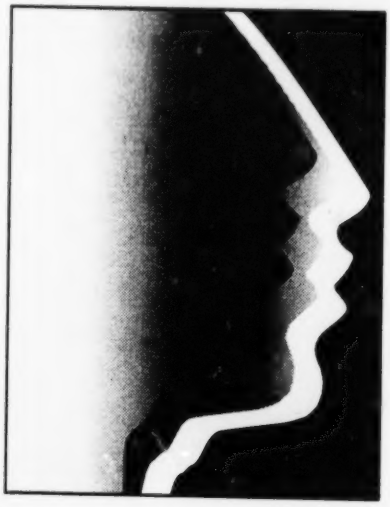
On the threshold of a new century, indeed a new millennium, Coloradans have the opportunity to create the world class education system our children need. We can become a society that promotes learning and assures that our students are prepared for the future, and yet which respects the individual and the family.

It is time for Coloradans to pull together for education. We can envision some of what our children will face in the early 21st century. Now we must move beyond the vision to provide the schools and programs that will help produce a high standard of learning. The opportunities are immense. So are the stakes.

Higher Expectations

Recent studies and polls confirm widespread concern among Coloradans that public schools are out of date and that academic expectations for all but the college-bound students are too low. This concern is well-founded. A 1991 study by Jobs for Colorado's Future reported that nearly one in two Colorado employers report having difficulty finding workers with the needed skills. There is a growing consensus among policymakers and the public that one of the essential ingredients of a higher performing education system is much higher expectations for all students.

The world is experiencing an explosion of information and knowledge that is difficult to comprehend. Advances in technology applications are redefining the very nature of work. The "3 R's" that served as a lodestar for previous generations are still central, but hardly adequate, to the task of defining the educational results we want for all of Colorado's students.



As a result, the jobs that offer the kind of economic security that we want for our citizens require much higher levels of skills and knowledge than were demanded a generation ago. Today, employers tell us that they need people who are able to acquire and manage information and change, to analyze new information and apply it to existing knowledge; people who are able to understand, use and apply technology.

When high expectations are reserved for the college-bound students only, we deny the rest the opportunity to reach their full potential.

Systems Change

Colorado is well on its way to changing this state of affairs. High standards are being developed for school content and for performance expectations. System changes include such things as enrollment choice, charter schools, new finance and budget reporting provisions, school-to-work partnerships, and community involvement in site-based decision-making.

Preschool and other early development and prevention programs are growing as communities seek to support families, promote human development, and prevent future problems. New expectations have been set for teacher and administrator preparation through new licensing practices. Higher education is working on standards for students and standards for K-12 teachers. Federal legislation is converging on high expectations, clear goals, and accountability.

People of good will have divergent beliefs and values. The strength of a standards based system is that it ensures high educational results for all students without imposing a "one size fits all" model on our schools. It sets the end results, and encourages innovative and diverse ways for local communities to get there.

What Are Education Standards?

Standards are statements about what is considered important. Education standards are statements of what all students should know and be able to do. They deliberately reflect higher levels of achievement, because in truth, in the past students and schools have not performed at the levels of which they are capable.

In Colorado we are using "content standards" to refer to the focus of school curricula, and "performance level" to refer to how well students are attaining the content standards.

Besides being rigorous, such standards must reflect what has been called a "thinking curriculum"--a curriculum that requires students to solve problems, to think, and to

Goals 2000 and Congress

Congress and the President are promoting high expectations and standards similar to the thrusts in Colorado and other states.

Goals 2000: The Educate America Act became law in March, 1994. The act is intended to encourage higher levels of learning among all students and improve teaching to an increasingly diverse student population. The act does not mandate state or district action, but does provide significant funding for states and districts to develop and implement challenging content and performance standards.

Similarly, the Elementary and Secondary Education Act, which includes Chapter 1 and Chapter 2 programs, is in the process of being reauthorized by Congress. Both House and Senate versions include a requirement that states and districts have challenging content standards that apply to all students and assessments of students on these standards.

reason. The term "world class" is often used to describe standards that meet or exceed those of our strongest competitor nations. The content standards are the basic academic standards for the 21st century.

Performance on the standards is usually evaluated in terms of successive levels of proficiency. Writing out the answers to simple questions about a passage from literature might be considered a novice level. Elaborating on the meaning of the passage might indicate a higher level of learning. The essential point is that students must show how well they have learned and can apply content.

What Do Content Standards Look Like?

Colorado will be adopting an initial set of state model content standards in spring 1995, for reading, writing, mathematics, science, history and geography. The second draft of state model standards for the first six content areas is now being circulated for review and comment.

Standards are beginning to be developed also for civics, art, music, physical education and foreign language.

The state model content standards now being developed are organized as illustrated in the figure on page 4. The standards are comprised of six or seven over-arching standards statements with more specific elaboration of each statement.

Ideally, content standards are:

• Accurate and sound, reflecting the best scholarship within the discipline.

• Clear and measurable so parents, teachers and students can understand what the standards require.

• Adaptable, permitting flexibility in implementation to honor local interests and cultural traditions.

What Is Standards Based Education?

Standards based education is the process of using content standards to focus curriculum and instruction, as a basis for assessment of student performance, and as the basis for the preparation and development of teachers.

Colorado has enacted comprehensive legislation to implement standards based education. At the center of the Colorado standards law, 22-53-401 et seq. C.R.S., also known as H.B. 93-1313, are the model state content standards.

The state model content standards are not a centrally imposed curriculum. Rather, they are reference points for public understanding which provides a common focus for educators, parents, and other

Tomorrow's Teachers

The Colorado Educator Licensing Act of 1991 became effective on July 1, 1994. The new procedures, replacing the old certification law, aim to strengthen and "professionalize" teaching through higher standards.

First, preparation of teachers and administrators will be based on new standards and proficiencies gained through their college preservice programs. Second, before being licensed, teachers must pass a series of state-administered tests in basic skills, liberal arts, professional education (teacher skills), and content knowledge.

Third, a comprehensive process of on-the-job induction is now required for all educators new to Colorado. A provisional license is issued for three years, during which time the new teacher must be supported on the job in an induction program. The provisionally licensed teacher also must engage in professional development and be assessed for performance.

After the induction program is satisfactorily completed, a professional license is granted. The licensing process helps ensure that only those most qualified to teach are really teaching.

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What do standards look like?

They are a blend of relatively general goals and specific grade-level expectations which spell out what a student should know and be able to do. The chart shows some of the detail under one of the six proposed standards for K-12 science education.

Model Content Standards for Science

SECOND DISCUSSION DRAFT, MAY 1994

1

Students are able to design, conduct, communicate about and evaluate scientific investigations.

2

Students know about and understand common properties, forms, and interactions of matter and energy.

3

Students know the characteristics and structure of living things, the processes of life, and how living things interact with their environment.

4

Students understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.

5

Students know ways that science, technology, and human activity have impact on the world and its resources

6

Students know about and understand connections among the science disciplines and relationships of science to other areas of human activity.

Students know the composition of Earth, its history, and the natural processes that shape it.

Students understand the general characteristics of the atmosphere and the fundamental processes of weather.

Students know the major sources of water, its uses and importance, and its cyclic patterns of movement through the environment.

Students know the structure of the solar system, dynamics of the universe, and how space is explored.

GRADES K-4

In grades K-4, what students know and are able to do includes:

- Recognizing that the sun is a major source of Earth's heat and light;
- Observing and describing local weather conditions such as sunny, windy and cloudy;
- Recognizing how our activities are affected by the weather, such as the types of clothing we wear, travel plans, and the kinds of recreation in which we engage; and
- Collecting and recording weather data such as temperature and amount of cloud cover.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes:

- Investigating the composition, characteristics, and structure of the atmosphere, such as humidity, temperature, and air pressure;
- Explaining how atmospheric circulation is driven by solar heating, which involves radiation, convection, and conduction; and
- Describing local and national weather patterns.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes:

- Describing the structure of the atmosphere and its significance to life;
- Predicting the weather by collecting and analyzing data;
- Explaining and predicting general weather patterns and storms by describing how energy is transferred to and from the atmosphere by processes and effects such as heat of condensation and evaporative cooling; and
- Explaining relationships between natural processes, weather, and climate.

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interested citizens to agree on what is important.

The standards law calls for each school district in Colorado to establish its own content standards by January 1997. District standards must be at least as rigorous as the state model standards.

Once the standards are in place, school districts will shift their focus to curriculum, instruction and assessment, making sure that the way students are taught, what they're taught and how they are tested are clearly aligned with and reinforce the local content standards.

State assessment based on the model state standards will begin in 1996-97. District assessments of local content standards must begin in 1997-98.

Each Colorado school district retains control over the details of revising curriculum, instruction and assessment. While the standards legislation encourages districts to try new approaches, there is nothing in it that requires districts to change graduation requirements, abandon Carnegie units, nor throw away traditional grades, classes, or report cards.

Districts will have assistance in undertaking this work. The Colorado Department of Education is developing an electronic resource bank to give districts easy access to design ideas, and examples of

The Higher Education Connection

Colleges and universities today are facing questions of standards for their students and the impact of standards based education on admissions. There are increasing efforts to think of a PreK-16 system. Many public schools have begun using performance assessments which describe competencies achieved. Such assessments lend themselves to more elaborate reports on the abilities of individual students, and less reliance on grades, credit hours and class ranks. Transcripts change to reflect these more-in-depth descriptions. College admissions now are faced with the impact of such changing practices.

One effort to dialogue on the public school and higher education connection is called LINCS (Linkages in Networking Colleges and Schools), created by the Colorado Commission for Achievement in Education. LINCS, through meetings and cooperation, connects the Colorado Department of Education (CDE), the Colorado Commission on Higher Education (CCHE), the legislature and other individuals. LINCS is looking at college entrance issues, K-12 standards, teacher preparation, and improving policy and communications.

Another K-12--Higher education effort is CONNECT, the Statewide Systemic Initiative in science, math and engineering jointly involving the Governor's office, CDE and CCHE. Collaborative partnerships have been established in 12 regions bringing together school districts, colleges and universities, businesses, and local government. Major goals include implementing science and math standards, reforming K-16 science and math education, and eliminating ethnic and gender performance gaps.

The CONNECT Partnerships

School District	Higher Ed Institution	Business/Govt
Adams Co 12	Univ of Colo - Denver	Northglenn-Thornton
Alamosa RE-11J	Adams State College	Alamosa
Boulder Valley RE-2	Univ of Colo - Boulder	Boulder
Denver Pub Schools	Metro State College	Denver
Durango 9-R	Fort Lewis College	Durango
Gunnison RE-1J	Western State College	Gunnison
Harrison R-2	Univ of Colo - CS	Colorado Springs
Jefferson Co R-1	Colo School of Mines	Jefferson County
Mesa Valley 51	Mesa State College	Grand Junction
Poudre R-1	Colo State University	Fort Collins
Pueblo 60	Univ of Southern Colo	Pueblo
Greeley 6	Univ of Northern Colo	Greeley

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standards, assessments and instruction. Boards of Cooperative Educational Services are offering training statewide on putting standards to work in the classroom.

How Are Standards Being Set?

In Colorado, the work of developing the state model standards is being overseen by the State Standards and Assessment Development and Implementation Council, a nine-member panel appointed by Governor Romer and confirmed by the Senate under the provisions of the state standards law. In conducting its work, the Standards Council is drawing on the best ideas that have emerged at both the national and local levels as to what students should know and be able to do at various stages in their schooling.

A truly inclusive process is being used to reach consensus on the model content standards. At the core are the experts--the master teachers of history, civics, geography, and other content areas. Their partners are researchers, academic experts, parents, students and community members. A lengthy process of feedback and revision follows the initial development.

Input has been statewide. This collaborative nature of standards development is to be followed at the district and school level as well. They are intended to be continually discussed and improved.

Opportunity for All Students

American society is committed to equal opportunity. For too many students, disastrously low expectations compound disparities in the quality of schools. These students face a dim future. At the same time, emphasizing standards for all must not lead to restricting opportunities for others to learn faster and more.

Taxpayers and voters are more likely to increase resources for schools when they have a conviction that dramatic improvements in learning will result. Thoughtfulness about schools and standards will be needed to focus resources so that all

Public Opinion

While Coloradans remain largely convinced of the value of public education, K-16, and its potential for improvement, the public clearly is not satisfied with the status quo. On the other hand, there is a troubling lack of consensus on where public education ought to be headed, whom it should serve, and what it will take to get there.

These are among the findings of two statewide telephone surveys conducted by Talmey-Drake, a public opinion firm, in October-November 1993. The surveys were commissioned by Agenda 21, a future-focused organization supported by several Colorado foundations and corporations to bring citizens together to help build a comprehensive education system for Colorado.

- Ninety percent said the job the public schools are doing "is not good enough" but, given the choice between total overhaul and improving the present system, 63 percent favored the latter option.
- The majority said that basics are essential, but no longer sufficient, and school curriculum should be linked to changes in technology, society and the workplace. Ninety percent agreed that more than a high school diploma is needed if a person is going to get ahead in life today.
- The majority supported alternative ways of assessing students as long as they were objective measures. Respondents supported requiring students to meet state test standards before advancing or graduating.
- Values expressed were quite divergent, and what was once thought of as the public consensus behind K-12 education "has cleaved along numerous philosophical fault lines." Opinions were more sharply divided over the K-12 system than over higher education.

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Choices and Charters

Increasingly, Colorado school districts are providing choices to families. When parents, students and teachers choose to be in a particular school, both satisfaction and performance tend to be higher. Most alternative programs are small and clearly focused on particular approaches and values.

The 1993 Charter Schools Act provided for teams of parents and/or teachers to propose a new school to their local school board, which approves the school through a charter or agreement spelling out the details. The act intends to encourage semi-autonomous, innovative schools responsive to local needs.

Charter public schools can help create a broad range of vibrant public education programs which provide unique learning settings appropriate to students with diverse learning styles and interests. Two charter schools opened in fall 1993: The Connect School in Pueblo County 70 district, and the Academy Charter School in Douglas County.

Additional schools have been approved for 1994 and 1995 in Aurora, Cortez, Denver, Durango, Eagle County, Jefferson County, Northglenn-Thornton, and Pueblo. Many more proposals are under development.

are helped--not just the many, but also the few.

In standards based education, it is essential that all students clearly understand what is expected--the standards. Schools must become more learner-centered to help each student achieve not only the content standards, but also to realize the other strengths and potentials within each student. The student needs to become a responsible partner in creating the schools which can help them meet the standards. Everyone must be in this together.

Conclusion

Colorado's basic formula for education change is a clear common vision, high standards that are held for all students, local action, and accountability for results.

The costs to a society of an education system that expects less than the best from many of its students are enormous. We all pay when high school dropouts end up in jails or on public assistance. We all pay when employers are forced to spend billions of dollars annually to provide basic reading and math training for employees. Our democracy depends on educated and thoughtful citizens.

The process of developing standards is already underway. By design, the process is open to change and improvement. Like all change, it is threatening to some and is not risk-free. The search for high local and state standards already has invigorated the teaching profession, brought researchers and practitioners together in thoughtful ways, and helped students understand what knowledge and skills are essential for their future success.

Today, the prospects are unprecedented for renewing public education. Public demand, economic pressures, professional commitment, research knowledge about learning, and the growing recognition of the challenges the future is bringing to Americas's children provide excellent conditions for change.

All students will have opportunities to learn at higher levels when American society acts on its stated belief that high expectations and high achievement is important, it is fair, and it is possible.

It is time to pull together. We simply cannot afford for this effort to fail.

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Major State Board Actions

Standards and Assessments

At the federal level, the Board lobbied strenuously for Goals 2000, adopted in 1994, which supports Colorado's efforts to advance education reform.

In July 1991, the Board adopted a concept paper on standards based education and urged the General Assembly to adopt standards. Through House Bill 93-1313, statewide standards and assessments were mandated. Intensifying its efforts, the Board adopted a policy statement on standards based education in September 1993. The Standards and Development Implementation Council is currently designing proposed statewide model content standards. Next, the Council will present its work to the State Board of Education for final approval in spring 1995.

Charter Schools

The 1993 Charter Schools Act positions the State Board as the appellate body for charter proposals rejected by local school districts. Of 21 appeals received to date, the State Board has held 14 hearings of initial appeals, in which it upheld the local board of education in 11 cases, and remanded three to local boards of education.

Of the three cases remanded: 1) Jefferson Academy Charter School was subsequently approved by the Jefferson County Board of Education; 2) Following two denials by Denver, the State Board, in a precedent setting decision, ordered the establishment of the Thurgood Marshall Charter Middle School; 3) The State Board of Education directed the School District 12 Adams County Board of Education to unconditionally approve or deny the Academy of Charter Schools.

Waiver of Statute and Rule

Since its passage in 1989, Colorado's waiver law has empowered the State Board of Education to release school districts from legal and regulatory barriers to reforms that show promise of increasing educational opportunity and academic achievement for students. The Board has authorized 23 waivers to school districts, effective for up to two years.

Statutory amendments in 1993 and 1994 added new dimensions to the waiver act related to charter schools. Under a revision enacted in 1994, waivers may now be granted for the term of the charter -- up to five years. Numerous requests for waivers from charter schools are scheduled for consideration by the Board during the last half of 1994.

Educator Licensing

With strong State Board support, the Educator Licensing Act was passed in 1991. The new act features sweeping changes such as the move from certificate to license, higher standards for both entrance into the profession and recertification, more rigorous requirements for educator preparation programs, and an induction program for new educators.

For the past two years, teacher and administrator licensing boards have researched and drafted recommendations for new licensing rules. In 1994, the State Board held hearings involving hundreds of participants, made modifications, adopted new rules. Additional Board action on these rules is slated for fall 1994, to be followed by a review of all endorsement areas.

Accountability and Accreditation

Since 1992, when the State Board revised its rules, school districts have had the option to request the traditional basic three-year accreditation, or design more complex performance or enterprise contracts. In 1993 and 1994, the State Board granted its first six-year accreditations: five enterprise contracts and eight performance contracts.

Public School Finance

The State Board has consistently advocated for additional funding as well as equity in public school finance. In 1994, the Colorado General Assembly passed a new school finance act that improves equity with some increases in funding. Next year, the Board will adopt rules and regulations relative to this new law.

Section 2

National Education Goals

Colorado 2000: 1994 Report Card

This is the third annual report on Colorado's progress towards the National Education Goals. Each year, every state and the nation as a whole compile the most recent, reliable and comparable information to show how far we have come and how far we have to go to reach the goals. This effort is intended as a tool to help local communities engage in discussions about the changes and reforms needed to improve our school system.

THE NATIONAL EDUCATION GOALS

In 1989, the nation's 50 Governors and the President agreed on six national education goals and committed themselves to a decade of sustained action to reach the goals. The goals are ambitious, but they are realistic statements about what we must expect from our governments, schools, communities, parents, and students if our country is to compete and prosper in the economy of the 21st Century. In March, 1994, Congress put the six original goals into statute, expanded goal 3, and added two new goals (goals 4 and 8 as currently numbered) in the education bill "Goals 2000, Educate America." The eight goals now are as follows:

GOAL 1: SCHOOL READINESS. By the year 2000, all children in America will start school ready to learn.

GOAL 2: SCHOOL COMPLETION. By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP. By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT. By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

GOAL 5: MATHEMATICS AND SCIENCE. By the year 2000, U.S. students will be the first in the world in science and mathematics achievement.

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING. By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL-AND-DRUG-FREE SCHOOLS. By the year 2000, every school in America will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

GOAL 8: PARENTAL PARTICIPATION. By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

To hold ourselves accountable for reaching these goals, the President and governors created an independent, bipartisan body--the National Education Goals Panel--to monitor and report on national and

state progress. Each fall, the Panel releases an annual report card on the nation's progress toward meeting the national goals. Similarly, each state releases a report gauging its own efforts toward meeting these goals.

EDUCATION CONSUMERS

Reaching a consensus among national political leadership on the need to achieve the National Education Goals is an unparalleled accomplishment in the revitalization of our nation's schools. But it is only a necessary first step. To achieve the Goals, citizens must be engaged and have access to knowledge with which they can make good decisions and manage change. This is the heart of what the Goals hope to accomplish: giving every school community accurate information that defines its educational strengths and weaknesses.

Using the Goals as a starting point, communities should figure out where they need and want to go, where they are in relation to that destination, and what they have to do to get from one point to another. The Goals are intended as a way to build a strong local accountability system that tracks progress over time and incorporates specific benchmarks to mark progress along the way.

Armed with this information, citizens can pose questions of themselves, their schools, and their communities: How is my child doing? How does my school compare? Have I done all I can to make a difference?

Every citizen has a responsibility to become a more informed education consumer--both the 25 percent of Coloradans who have the children in school and the 100 percent whose livelihood and well-being ultimately hang in the balnce. The National Education Goals, the annual progress reports, and local reforms and initiatives to reach the goals are all part of this process.

EFFORTS TO ACHIEVE THE GOALS

Colorado 2000

Since May of 1991, citizens and educators across Colorado have participated in Colorado 2000, a grassroots effort to bring together a wide range of policy-makers, educators parents and community members for school improvement at both the state and local levels.

Colorado 2000 is stakeholders -- businesses, parents, teachers, administrators, students and community members -- organizing themselves, strategizing, and implementing policies, programs and changes that help the school community reach the goals.

At the state level, support for local efforts to reach the goals is provided by the Governor's Community Partnership Office. This newly formed office helps communities and neighborhoods organize themselve for action by working through Colorado 2000, Communities for Drug-Free Colorado, the "Colorado Coming Together" effort, and others.

The Community Partnerships Office is grounded in the principles of the original Colorado 2000 effort: community organizing and community responsibility. The office will provide ongoing support and assistance to local Colorado 2000 efforts. The Office of Community Partnerships is located at 1890 N. Sherman St., Denver, CO 80203. The phone number is (303) 894-2750.

Local Activities

Communities have implemented a variety of strategies to meet the eight national goals. This includes involving community members and parents in designing school reform efforts.

For example, Boulder Valley 2000 has focused on publicizing the National Education Goals and stressing the importance of community involvement.

The goals team worked with the "Daily Camera" to establish a telephone information line for community members. Then, it worked with King Soopers and McDonald's to distribute grocery bags with the Boulder Valley 2000 phone number and pamphlets explaining the national goals.

The innovative efforts of seven other communities -- Grand Junction, Pueblo, Loveland, Colorado Springs, Jefferson County, LaJunta and Durango -- are highlighted on the following pages.

State Activities

State policy makers are committed to supporting the work of communities to meet the national goals. At the heart of this effort is developing and agreeing on specific, measurable expectations for student performance in core academic subject areas. In the world around us, standards define what it takes to know or do something well, whether it's competing in a broad jump, flying a plane, or designing a safe and useful product. However, we don't always have these same clear standards for what we expect students to know or be able to do in important academic work.

- Under H.B. 93-1313, the Legislature charged a nine-member Standards Council with the responsibility of recommending to the State Board of Education model state content standards in six initial subject areas: math, science, reading, writing, history and geography. Local school districts and communities may then use these model standards as a starting point to develop their own standards. The new system of high, clear and consistent content standards will reinforce our expectations for schools and help schools clearly refocus their efforts on meeting these expectations. A second discussion draft of the state model content standards, released in May 1994, is available from the Standards Council, CS6, Box 166, 1525 Sherman, Denver, CO 80203.

- Colorado pursued and was awarded a $10 million National Science Foundation grant to improve math and science curriculum and teacher training over the next five years. This grant is aimed at helping all students -- particularly women and minorities -- learn more math and science.

- The state continues to work closely to support the work of districts with Goal 1 (School Readiness) councils. The state First Impressions/Goal 1 Advisory Council produces a quarterly newsletter and has completed a "Goal 1 Community Workbook."

- The Colorado Preschool Program for 1994-95 was expanded by 1,750 children, bringing the total to 4,500 children.

- The Governor's Office has organized a management team of state human services department managers to examine strategies for integrating services for families and children.

- A federal grant for state literacy resource centers was used to ensure that adult education programs are included in new community "family centers" which provide a menu of services to families and children. With the help of the Toyota Foundation, First Lady Bea Romer continued a statewide campaign to support "family literacy."

- Governor Romer hosted an all-day summit in Denver on September 1, 1993 to engage community members in a discussion of youth violence. Then, the Governor and legislators moved during a special session to ban handgun possession by children, and in 1994 created a program to fund local prevention efforts.

- In October, television and radio stations across the state presented a half-hour show, "Colorado Coming Together -- For The Kids," that encouraged communities to work together to make their streets and schools safer. That program kicked-off a year-long state effort of neighborhoods organizing against juvenile violence.

EXAMPLES OF LOCAL EFFORTS

GOAL 1: School Readiness

To support progress under Goal 1, Mesa County Valley 51 School District (Grand Junction) has focused on parental involvement and helping at-risk students enter first grade with the language skills they need to

succeed in school. Kindergarten has been lengthened to a full day in communities with high numbers of at-risk youth. In these programs, teachers work with children four days a week and with parents and children on the fifth day.

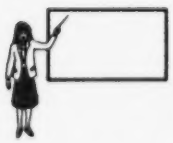
GOAL 2: School Completion

Pueblo 60 School District has made tremendous progress in helping more students stay in school and graduate. All drop-out prevention and student retention programs are now coordinated in one office. The district is pursuing a variety of strategies to keep students in school, including night school, summer school, alternative schools, and classes for teen mothers. From these efforts, Pueblo 60's dropout rate has moved from 13.1 percent in 1980 to 2.2 percent in 1993; graduation rates rose from 76.9 percent for the 1990-91 school year to 85.3 percent for the 1992-93 school year.

GOAL 3: Student Achievement and Citizenship

Thompson RJ-2 School District in Loveland convened a 30-member "Graduation Committee" representing all members of its community to discuss and agree on "what we want a graduate to be." The committee created a wide-ranging document that discusses in detail what Loveland students should know and be able to do and how the district will measure progress. Loveland's "exit outcomes" define the community's expectations for its students, and they enjoy wide community support.

GOAL 4: Teacher Education and Professional Development



Harrison 2 School District, on the south side of Colorado Springs, has worked for several years on training in the assessment of standards. All teachers who work with students on the K-12 literacy curriculum have been trained, through the district Assessment Institute, on the development and implementation of meaningful performance assessments. Teachers are conducting field tests of assessments.

GOAL 5: Mathematics and Science

Family Science sessions have been held in schools throughout Colorado. It is designed to teach science skills by having children, grades K-8, and their parents learn and enjoy science together. Family Science encourages participation particularly among girls and minorities. The science experiences are hands-on and demonstrate the relevance of science to a student's future.

GOAL 6: Adult Literacy and Lifelong Learning

Jefferson County's "Family Education Initiative" is a partnership of community leaders, including persons from the school district, libraries, community college, social services, the Denver Indian Center and others. The initiative stresses the importance of "family literacy" -- teaching both adults and children to read -- and has distributed hundreds of books, book lists and resource guides. The initiative also sponsored "Celebrate Family Reading Day" at a local shopping mall.

GOAL 7: Safe, Disciplined and Alcohol-and-Drug-free Schools

East Otero School District in La Junta organized "Task Resources for Youth" ("T.R.Y.") comprised of key community leaders. T.R.Y. serves as a clearinghouse for alternative youth activities and mentoring programs for the community. In addition, it created a special mentoring program for at-risk 6th graders, which it is expanding to younger students this year.

GOAL 8: Parental Participation

In Durango 9-R School District, a "Goal 3 Committee" of business leaders, community members, educators, and parents developed a "certified diploma" for graduates. The system they created specifies the knowledge and skills students must have to graduate from Durango high schools. The committee is now overseeing implementation of this new system.

GOAL: SCHOOL READINESS.

By the year 2000, all children in America will start school ready to learn.

WHERE COLORADO STANDS: Many young children and their families are receiving services, and several of the indicators are improving. The Colorado Preschool program will be expanding over the next three years. At the same time large numbers of children remain underserved and at-rish of health and learning problems. Early childhood programs are characterized by low teacher pay and high staff turnover rates.

Indicators	Base	Most Recent	Comments
Percentage of children living in poverty under the age of 6.	--	17.7	Colorado ranked 23rd among the states in 1989. Poverty for minorities is higher than for whites.
Percentage of low birthweight babies born (below 5.5 lbs.).	7.8	8.5	The percentage of Colorado infants at-risk from birth has **increased** from 7.8 in 1989 to 8.5 in 1992.
Percentage of women starting prenatal care in the first trimester of pregnancy.	76.4	79.0	A growing percentage of Colorado women have received prenatal care as this 1989 figure has **risen** to 79.0 percent in 1992.
Percentage of children under age 6 without any form of health insurance.	13.8	20.0	One-fifth of Colorado children had limited access to medical care in 1991. However this figure dramatically **increased** from 13.8 percent in 1989.
Percentage of children fully immunized by age 2.	57.0	61.7	A larger percentage of Colorado children have been immunized as this 1991 figure **increased** from 1988.
Number of children in licensed care that are served through the Child and Adult Care Food Program (CACFP).	34,000	42,000	The CACFP grew 24 percent between 1991 and 1993, ensuring that an **increasing** number of young children receive the nutrition needed for healthy development.
Percentage of eligible children served in the Colorado Preschool Program (CPP).	17	17	Children enrolled in the CPP have shown marked improvement in language skills, yet over 13,000 eligible children were not being served in 1993-94.
Percentage of eligible children served in Head Start.	35	38	Children attending Head Start are more likely to enter school ready to learn. Over one-third of eligible children were served in 1991 and 1992.
Percentage of 3- to 5-year-olds who are both in preschool and disabled.	3	3	The number of children with disabilities served in preschool has been **increasing**. The percentage, however, has remained constant.
Percentage of licensed child care programs that are accredited by NAEYC (1992 vs. 1993).	7	6	The number of accredited centers has **increased** from 69 in 1992 to 88 in 1993. Due to increasing numbers of centers, the percentage accredited has decreased.
Annual turnover rate for early childhood professionals in centers and homes.	--	41	Studies show that high staff turnover rates, such as these in 1989, adversely affect children's development. The U.S. rate was 40 percent.
Annual starting salary for early childhood professionals.	--	$6,808 - $10,342	Low salaries make it difficult to recruit and retain qualified educators. These 1989 figures have a wider range than the U.S. at $8,173-$9,975.

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GOAL: SCHOOL COMPLETION.

By the year 2000, the high school graduation rate will increase to at least 90 percent.

WHERE COLORADO STANDS: Colorado's Class of 1993 high school graduation and completer rates increased slightly over those of the Class of 1991. Rates for all racial/ethnic groups decreased between 1992 and 1993. The graduation rates of American Indian, Black and Hispanic students remain significantly lower than the state average.

Indicators	Base	Most Recent	Comments
Graduation rate for grades 9-12 *The graduation rate is the number of students who receive a regular high school diploma as a percent of those who were in membership during the four-year period from grades 9-12.*	78.9	79.9	Colorado's Class of 1993 graduation rate, which includes students who receive a regular high school diploma, **increased slightly** from the Class of 1991 rate but remained the same as the 1992 rate of 79.9. The rates for all minority groups **decreased** between 1992 and 1993.
Completer rate for grades 9-12 (1991 vs. 1993) *The completer rate includes graduates as well as students who received certificates or other designations of completion.*	79.8	80.9	The Class of 1993 completer rate also **increased slightly** from 1991. Graduation and completer rates for American Indians, Blacks and Hispanics were significantly below the state average (see Fig. 2.1).
Dropout rate for grades 7-12 (1991 vs. 1993) *The dropout rate is an annual rate of the number of students who leave school in a year as a percent of all students in membership during the year.*	3.6	4.3	The 1992-93 annual dropout rate of 4.3 percent for grades 7-12 **increased** slightly over the 1990-91 rate of 3.6 percent. The dropout rates were highest for grades 10 and 11 (see Fig. 2.2). Of the more than 11,000 students who dropped out in 1991-92, 3,550, or 32.2 percent, returned for the 1992-93 school year.
Percent at or above national graduation rate goal of 90%: - % districts - % schools	 38.1 31.0	 47.7 39.0	The percent of districts and schools already achieving at or above the state and national goal **increased slightly** in 1993 compared to both the base year 1991 and 1992.

Fig. 2.1 1993 Graduation Rates By Race/Ethnicity

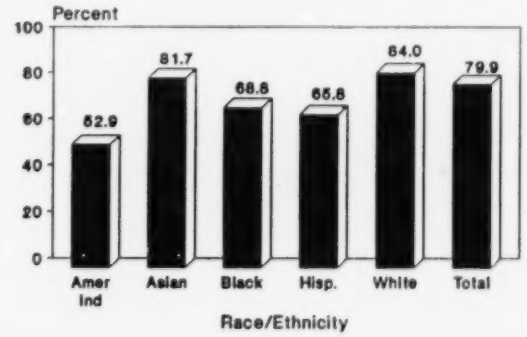
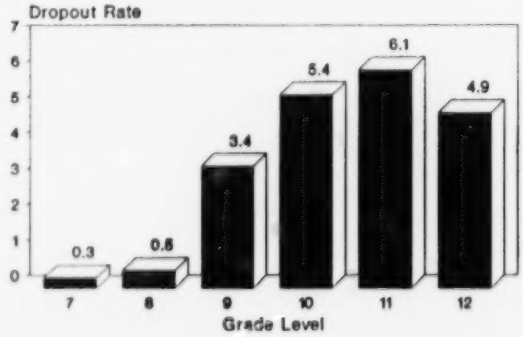


Fig. 2.2 Dropout Rates by Grade Level Grades 7-12, 1992-93



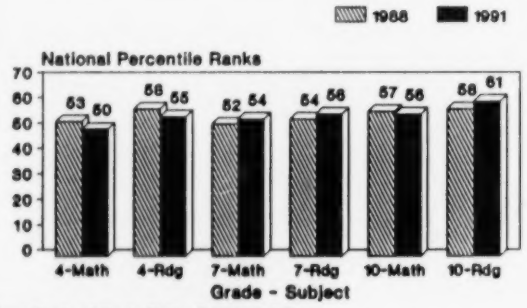
GOAL: STUDENT ACHIEVEMENT AND CITIZENSHIP.

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

WHERE COLORADO STANDS: Colorado students showed gains in several achievement indicators and scored above national averages on most measures of achievement. Reading proficiency levels, however, were not high enough. Colorado scored as high or higher than all but one nation on the 1991 International Assessment of Educational Progress (IAEP) geography test. Colorado Advanced Placement measures have been stable or increasing over baseline measures.

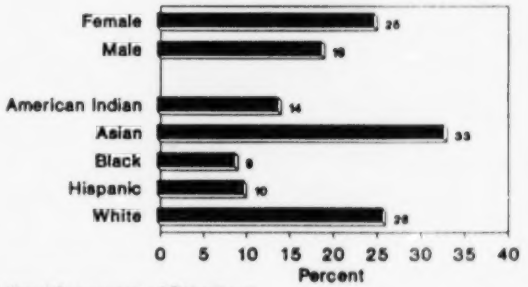
Indicators	Base	Most Recent	Comments
Average percentile results of 10th graders on Tests of Achievement and Proficiency (1988 vs. 1991).			Colorado mathematics and reading scores were at or above national averages, grades 4, 7 and 10. Grade 7 and grade 10 reading scores **increased** from 1988, 4th grade scores **declined** slightly (see Fig. 2.3).
- mathematics	57	56	
- reading	58	61	
Percentage of grade 4 public school students scoring at the Proficient or Advanced level in reading on the National Assessment of Educational Progress (NAEP) (1992).	--	22	U.S. score was 24 percent at or above proficient. There were large variations in proficiency in Colorado by community type and race/ethnicity (see Fig. 2.4). Disadvantaged urban areas scored particularly low (only 10 percent proficient or better).
Number of 11th and 12th graders (per 1,000) receiving a score of 3 or higher on the Advanced Placement exams in core subject areas (1991 vs. 1993).	64	68	The number of Colorado students scoring 3 or higher **increased** in the core subjects of English, mathematics, science and history. The U.S. number in 1993 was 54 per 1,000 11th and 12th graders.
Number of 11th and 12th graders (per 1,000) that took an Advanced Placement (AP) exam in a foreign language (1991 vs. 1993).	9	10	The number of Colorado students taking an AP exam in a foreign language in 1993 **increased** from 1991, but did not change from 1992. Of those taking the 1993 language exams in Colorado, 66 percent scored 3 or higher.

Fig. 2.3 State Assessment Results
Mathematics and Reading Achievement



Iowa Tests of Basic Skills, Grades 4 & 7
Tests of Achievement & Proficiency G.10

Fig. 2.4 Grade 4 Reading Competency
Percent At or Above Proficient Level on 1992 NAEP•



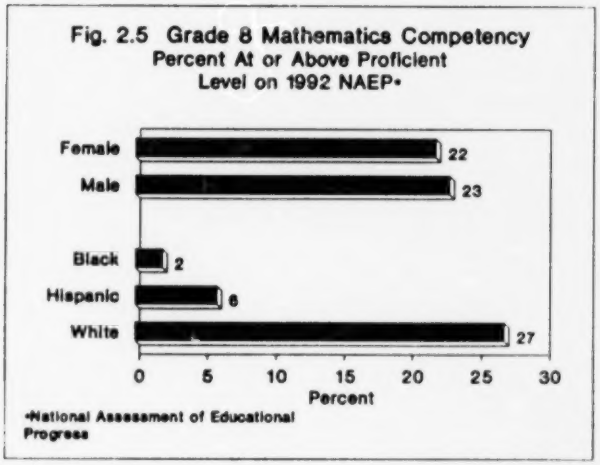
•National Assessment of Educational Progress

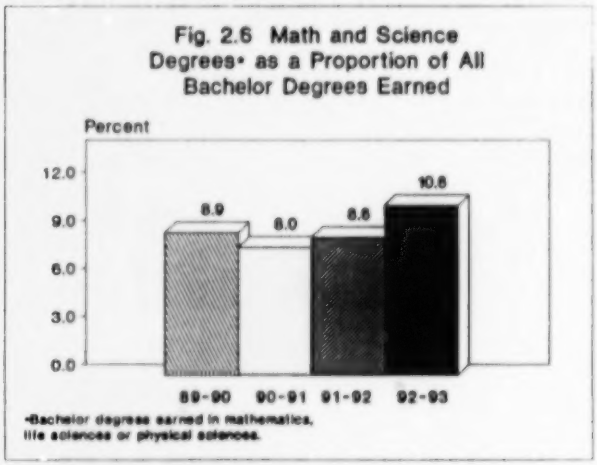
GOAL: MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

WHERE COLORADO STANDS: Students are taking more mathematics and science in high school, and college degree emphasis in math and science has remained stable or increased. A gender gap still exists in college level math and science achievement. On the International Assessment of Educational Progress (IAEP), Colorado 9- and 13-year-olds scored above U.S. averages on both mathematics and science, and above the international science averages but below the international mathematics averages. While ranking high compared to other states on the National Assessment of Educational Progress (NAEP) eighth grade mathematics assessment, less than 30 percent of students scored at the proficient level. The average achievement level of minorities remains below the state average.

Indicators	Base	Most Recent	Comments
Percentage of students who achieved a score of proficient or better on the mathematics portion of the NAEP (1990 vs. 1992).			Colorado ranked in the top third: 13th among 44 states participating in the math assessment at the 8th grade level, and 16th among 44 states at the 4th grade level. Males and females scored similarly (see Fig. 2.5).
- Grade 8	22	26	
- Grade 4	--	18	
Average percentage of items correct on IAEP at age 13 (1991).			Colorado in math scored at the international average (13th among 22 nations). In science, Colorado scored **above** international average (6th among 21 nations).
- Mathematics	--	57	
- Science	--	70	
Percentage of public high school teachers with primary assignment in field who are certificated in field			Colorado public school teachers show high preparation rates in science (93 percent). In mathematics the percent with math certificates **increased** from 69 percent in 1989 to 83 percent in 1993.
- science	--	93	
- mathematics	69	83	
The number of math and science bachelor degrees as a percentage of all bachelor degrees earned (1990 vs. 1993).	8.9	10.6	This percentage includes degrees earned in mathematics, life sciences, and physical sciences. The proportion of degrees earned in these fields in Colorado **increased** between 1990 and 1993 (see Fig. 2.6). Males are more likely than females to obtain math and science degrees.





GOAL: ADULT LITERACY AND LIFELONG LEARNING.

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

SUMMARY: Colorado ranks high nationally in the educational level of its population. The percentage of Coloradans age 25 and over who were college graduates increased from 23 percent in 1980 to 27 percent in 1990, ranking Colorado in the top three states in the country. More minorities are entering college, but they still have lower college participation and completion rates than their non-minority counterparts.

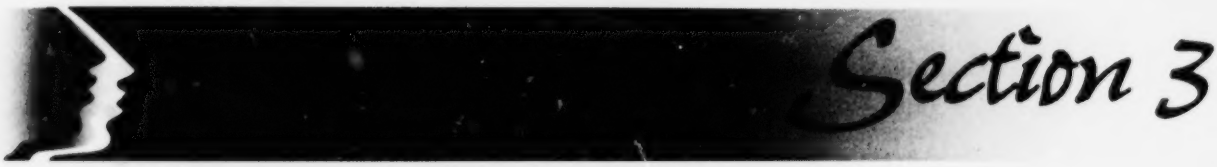
Indicators	Base	Most Recent	Comments
Number of resident full-time equivalent enrollments in Colorado public colleges and universities.	112,523	117,010	Resident enrollment **increased** 3.8 percent between 1990 and 1993.
Percentage of Colorado high school graduates enrolled in Colorado public colleges the following fall (1990 vs. 1992).	41.1	41.8	Participation rates have **increased** steadily since 1986-87. The minority participation rates matched non-minority rates for the first time in 1991-92, but Black participation was well below that of other minorities.
Number of students who completed their education or were still enrolled as a percentage of the number of full-time, first-time freshmen four years earlier.			Completion or persistence rates at four-year colleges are almost double those at community colleges for both minority and non-minority students. Rates **increased** between 1991 and 1992.
Minority students--4-year colleges	54.6	55.2	
Non-minority students--4-year colleges	61.5	63.7	Comparison shows 1990-91 vs. 1991-92 data.
Number of degrees awarded by Colorado public colleges and universities to minorities as a percentage of total degrees awarded (1991 vs. 1993).	10.7	11.6	Although the number of minorities enrolled in Colorado colleges has **increased**, they are not yet earning degrees in proportion to their enrollment. The percentage of degrees awarded in 1992-93 were: Blacks, 2.3 percent; Native Americans, 0.9 percent; Asian, 2.3 percent; and Hispanics, 6.1 percent.
Attendance and participation in cultural, visual, and performing arts activities (in millions).	4.8	9.8	Attendance and participation in activities funded by the Colorado Council on the Arts is **increasing** (1991 vs. 1993).
Public library circulation per capita (1989 vs. 1992).	5.9	7.9	Colorado library usage **increased** between 1989 and 1992.
Number of resident FTE enrollments in continuing education courses and programs offered by Colorado public colleges and universities (1991 vs. 1994).	7,016	7,244	Colorado public colleges and universities offered more than 11,000 continuing education courses and programs in 1993-94.
Number of adults enrolled in Adult Literacy programs (1991 vs. 1993).	14,100	13,532	Emphasis is now on adults completing and being literate.

GOAL: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.

By the year 2000, every school in America will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

WHERE COLORADO STANDS: Although marijuana use among students **increased**, binge drinking **decreased**. Little change in student misbehaviors was observed, but teachers reported more consistently enforced rules, and class cutting was seen as less of a problem. Across the state over 55,000 arrests of juveniles occurred for a variety of offenses. These factors indicate a need for continued support of prevention programs.

Indicators	Base	Most Recent	Comments
Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools:			Colorado teachers reported very **little change** in the level of seriousness of these problems from 1988 to 1991 except class cutting. United States' 1992 percentages are higher in all categories with the exceptions of robbery or theft, and student tardiness.
- physical abuse of teachers	1	2	
- verbal abuse of teachers	32	28	
- robbery or theft	28	27	
- vandalism of school property	30	27	
- student tardiness	58	59	
- students cutting class	58	46	
Percentage of public high school teachers agreeing with the following statements:			Reported interference with teaching in Colorado **decreased** 13 percentage points from 1988. Rules were more consistently enforced in 1991 as the percentage **increased** 20 points from 1988. The U.S. figures in 1991, 33 and 61 percent respectively, were comparable to Colorado.
- The level of student misbehavior in this school interferes with my teaching.	45	32	
- Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	41	61	
Percentage of all high school students who reported in the past 30 days:			Colorado student marijuana use **increased** from 1990 to 1993. However, binge drinking **decreased**. Colorado students had a slightly higher percentage of drug use than the U.S. average with 1990 percentages of 14, 2 and 37 percent, respectively.
- using marijuana	16	21	
- using cocaine	2	2	
- having five or more drinks on one occasion	38	35	
Average age at which children begin experimenting with the following:			Colorado students are **waiting longer** to begin experimenting with alcohol, marijuana and inhalants as these 1990 average ages **increased** from 13.2, 13.8 and 12.1, respectively, in 1989.
- alcohol	13.2	14.2	
- marijuana	13.8	14.6	
- inhalant	12.1	13.8	
Number of juvenile arrests for:			The total number of juvenile arrests **increased** 23.1 percent from 1988 to 1993. Violent crimes include murder, manslaughter, rape, robbery and aggravated assault. (Numbers do not add to total because other categories of arrests are not reported.)
- driving under the influence	615	481	
- other alcohol-related offenses	2,140	4,107	
- drug offenses	972	1,690	
- burglary or theft	14,642	14,650	
- violent crimes	1,005	1,821	
Total	44,679	55,012	



Educational Performance

On a national performance based assessment in reading and math, Colorado students had a greater percentage of scores at or above the basic level than the nation. Increasing the number of students scoring at the proficient and advanced levels on such assessments is a focus of state and national efforts. Colorado student averages on college-entrance examinations were above the national average. Graduation rates remained constant between 1992 and 1993.

ACHIEVEMENT OF PUBLIC SCHOOL STUDENTS

The National Assessment of Educational Progress (NAEP) is a Congressionally mandated project of the National Center for Education Statistics that has collected and reported information for nearly 25 years on what American students know and can do. In 1988, Congress authorized a new feature of NAEP that allowed states and territories to participate voluntarily in a trial state assessment, using samples representative of their students, to provide state-level data comparable to the nation and other participating jurisdictions.

Proficiency Levels

In February 1992, Colorado participated in the NAEP Reading Assessment for fourth grade students and Math Assessment for fourth and eighth grade students. Proficiency scale scores for the assessments run from 0 to 500. Each scale is divided into three achievement levels as described below.

Reading Grade 4

Basic Level (212). Students should demonstrate an understanding of the overall meaning of what they read. When reading texts appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences.

Proficient Level (243). Students should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading texts appropriate for fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Advanced Level (275). Students should be able to generalize about topics in reading selections and demonstrate an awareness of how authors compose and use literary devices. When reading texts appropriate for fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.

Mathematics Grade 4

Evidence of mathematical knowledge is to be demonstrated in each of five specified content areas at each proficiency level within grade 4 or 8. NAEP content areas include: (1) Numbers and Operations; (2) Measurement; (3) Geometry; (4) Data Analysis, Statistics and Probability; and (5) Algebra and Functions. At the fourth grade level, algebra and functions are treated in informal and exploratory ways, often through the study of patterns.

Basic Level (211). Students should show some evidence of understanding the mathematical concepts.

Proficient Level (248). Students should consistently apply integrated procedural knowledge and conceptual understanding to problem solving.

Advanced Level (280). Students should apply integrated procedural knowledge and conceptual understanding to complex and non-routine real-world problem solving.

Mathematics Grade 8

Basic Level (256). Eighth graders should exhibit some evidence of conceptual and procedural understanding. This level of performance signifies an understanding of arithmetic operations including

estimation on whole numbers, decimals, fractions, and percents.

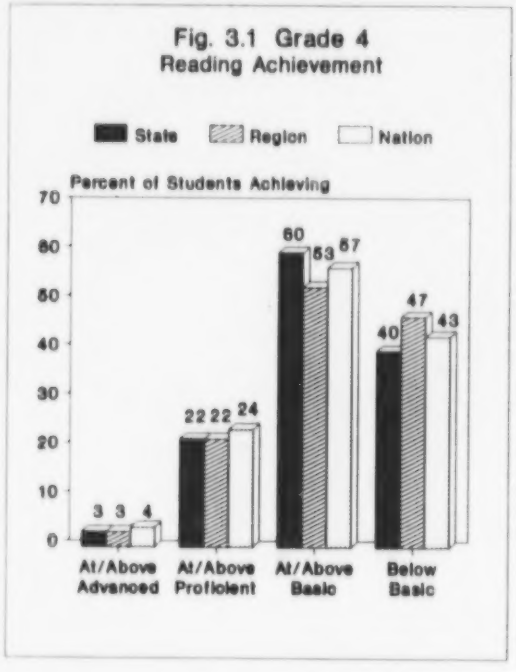
Proficient Level (294). Eighth graders should apply mathematical concepts and procedures to complex problems.

Advanced Level (351). Eighth graders should be able to reach beyond the recognition, identification and application of mathematical rules in order to generalize and synthesize concepts and principles.

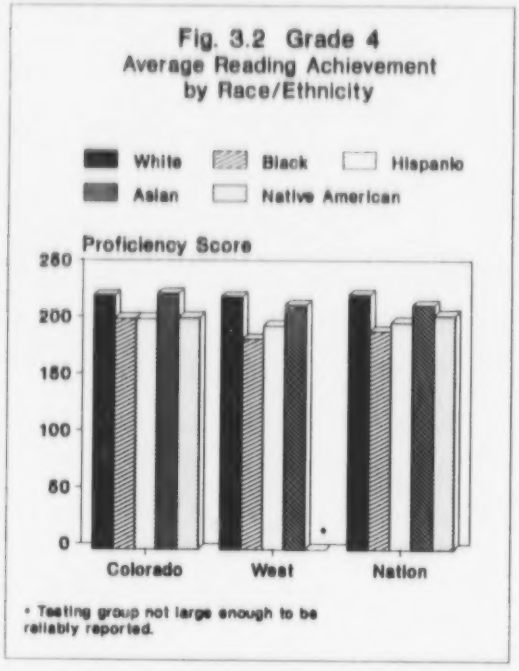
Reading Results

The majority of fourth graders scored at or above the basic level in reading. Very few scored at or above the advanced level.

- Sixty percent of Colorado public school fourth graders were at or above the basic level, 22 percent were at or above the proficient level, and 3 percent were at or above the advanced level. For the nation, 57 percent of fourth graders were at or above the basic level, 24 percent were at or above the proficient level, and 4 percent were at or above the advanced level (see Fig. 3.1).



- The average reading proficiency on the Trial State Assessment varied across racial/ethnic groups of sufficient size to be reliably reported (at least 62 students) (see Fig. 3.2). American Indian students scored at 204, Asian students scored at 225, Black and Hispanic students scored at 203, and White students scored at 223.



- Colorado fourth grade average reading proficiency on the Trial State Assessment by Type of Community were not as varied as those of the west or nation. Community types are classified as advantaged urban, disadvantaged urban, extreme rural, and other. Colorado students attending school in advantaged urban areas achieved higher average proficiency scores than students in disadvantaged urban areas, and scored about the same as students in extreme rural and other areas (see Fig. 3.3).

Fig. 3.3 Grade 4
Average Reading Achievement
by Type of Community

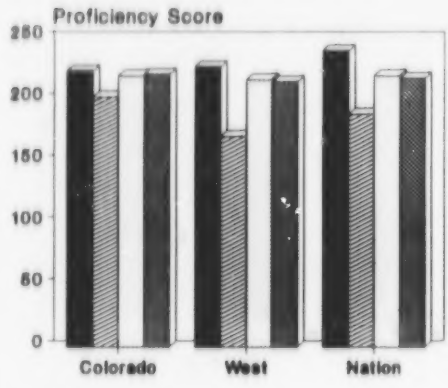
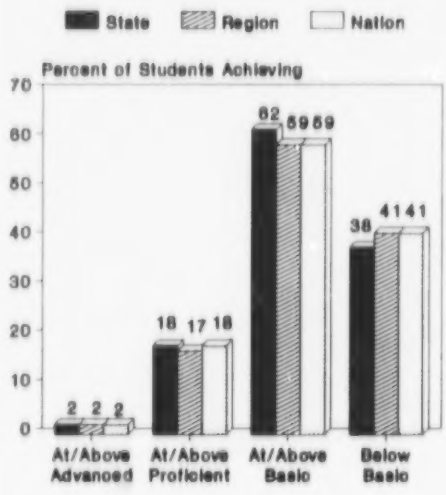


Fig. 3.4 Grade 4
Mathematics Achievement



Mathematics Results

Over 60 percent of fourth and eighth graders scored at or above the basic level in mathematics. However, few scored at or above the advanced level.

- Sixty-two percent of Colorado public school fourth graders were at or above the basic level, 18 percent were at or above the proficient level, and 2 percent were at or above the advanced level. For the nation, 59 percent of the fourth graders were at or above the basic level, 18 percent were at or above the proficient level, and 2 percent were at or above the advanced level (see Fig. 3.4).

- Sixty-nine percent of Colorado public school eighth graders were at or above the basic level, 26 percent were at or above the proficient level, and 2 percent were at or above the advanced level. For the nation, 61 percent were at or above the basic level, 23 percent were at or above the proficient level, and 3 percent were at or above the advanced level (see Fig. 3.5).

- The average mathematics proficiency for fourth and eighth grade students on the Trial State Assessment, for racial/ethnic groups of sufficient size to be reliably reported (at least 62 students) varied across Colorado. Fourth grade American Indian students scored at 214, Asian students scored at 222, Black students scored at 199, Hispanic students scored at 205, and White students scored at 227 (see Fig. 3.6).

Fig. 3.5 Grade 8
Mathematics Achievement

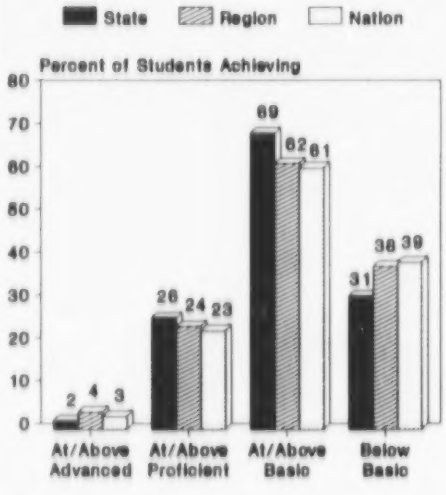


Fig. 3.6 Grade 4
Mathematics Achievement
by Race/Ethnicity

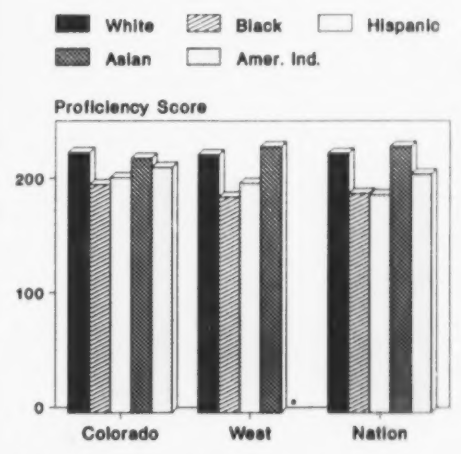
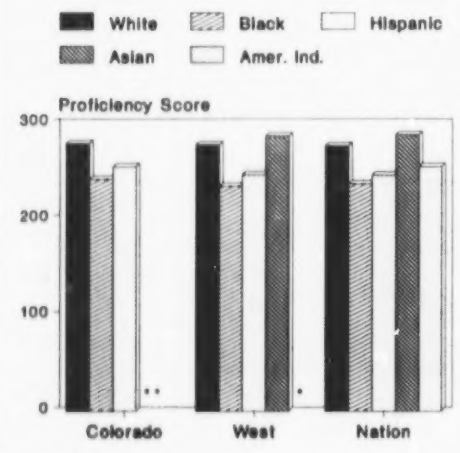


Fig. 3.7 Grade 8
Mathematics Achievement
by Race/Ethnicity



- Eighth grade Black students scored at 241, Hispanic students scored at 254, and White students scored at 278. Sample sizes for American Indian and Asian were insufficient to provide reliable scores (see Fig. 3.7).

- Colorado fourth grade (see Fig. 3.8) and eighth grade (see Fig. 3.9) average mathematics proficiency on the Trial State Assessment by Type of Community did not vary as much as the west and the nation. Community types are classified as advantaged urban, disadvantaged urban, extreme rural, and other. Colorado fourth and eighth grade students attending school in advantaged urban areas achieved higher average proficiency scores than students in disadvantaged urban areas, and scored about the same as students in extreme rural and other areas.

Fig. 3.8 Grade 4
Mathematics Achievement
by Type of Community

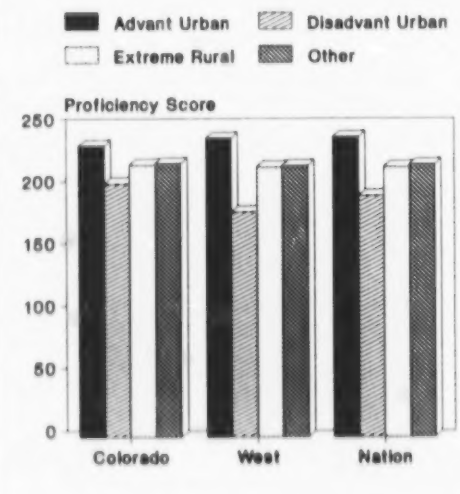
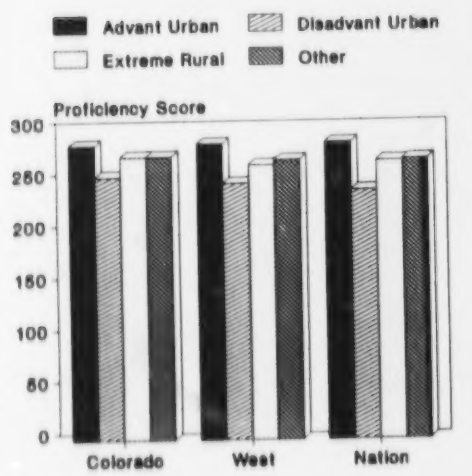


Fig. 3.9 Grade 8
Mathematics Achievement
by Type of Community



ACHIEVEMENT OF COLLEGE-BOUND STUDENTS

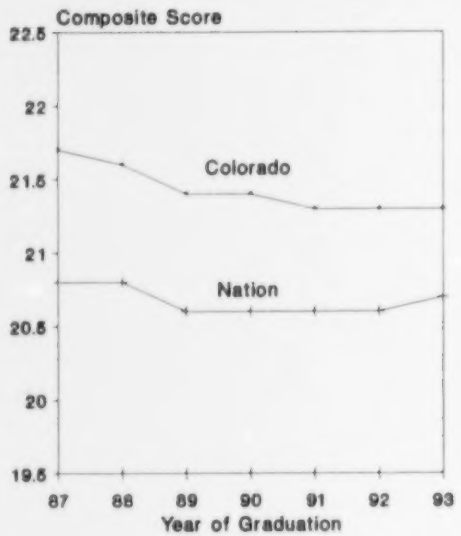
Colorado students scored above the national average in 1992-93 on the two tests most commonly used for college admission: the *American College Testing Program* (ACT) and the *Scholastic Aptitude Test* (SAT). Both tests are designed to predict how well a student will do as a college freshman. They measure knowledge and abilities associated with academic success in college. They do not measure high school achievement. Only students who are thinking of attending postsecondary institutions take college admission examinations; other students do not.

ACT Results

The ACT is scored on a 36-point scale and provides five scores for a student: English, mathematics, reading, science reasoning and a composite score. Sixty-two percent (21,089) of Colorado's Class of 1993 took the ACT.

- Colorado average ACT scores in 1992-93 exceeded the national average in each area reported. The Colorado composite score was 21.3 compared to the national composite score of 20.7 (see Fig. 3.10).

Fig. 3.10 ACT Composite Scores



- Scores from 1987 to 1989 are estimated scores obtained by linking the original older version scales to the new enhanced version which has been used since 1989-90. Each of the three available scores (English, math, and composite) on the 1992-93 ACT slightly declined from 1989-90.

- The reading score decreased 0.1 point from 1991-92 to 21.8 in 1992-93. The English, mathematics, science reasoning and the composite scores remained constant.

- In the Class of 1993, 67.0 percent of women and 55.4 percent of men took the ACT. Colorado women scored higher than men in English (21.0 vs. 20.2), but lower in mathematics (20.0 vs. 21.2) and science reasoning (21.0 vs. 22.3). Both groups scores were the same in reading (21.8 vs. 21.8).

- Minority students in Colorado scored higher than minority students nationwide except for Asian Americans. Nationally, Asian Americans scored 21.7 on the composite and Colorado Asian Americans scored 20.8.

- Colorado minority students scored lower than White students on the composite ACT score (see Fig. 3.11). However, at the national level Asian Americans (21.7) scored higher than Whites (21.4).

Fig. 3.11 ACT Results by Race/Ethnicity

Race/Ethnicity	Number of Students Tested	Percentage of Seniors	Average Score				
			English	Math	Reading	Science Reasoning	Composite
American Indian/Alaskan Native	190	68%	18.6	19.0	19.7	19.9	19.4
Asian/Pacific Islander	737	72	19.4	22.0	20.3	20.9	20.8
Black	655	43	17.8	17.7	18.4	18.7	18.3
Hispanic	2,029	44	18.1	18.4	19.2	19.4	18.9
White	15,363	57	21.2	20.9	22.4	22.1	21.8
Total*	21,089	62	20.7	20.5	21.8	21.6	21.3

* Numbers do not add to total because some students did not report their race/ethnicity.

- Students who had taken core curriculum scored higher on the ACT than those who had taken less than core. A core curriculum is defined as 4 units of English and 3 units each of math, social studies and science. In Colorado, students taking the core or more scored 22.6 and those taking less scored 19.6.

SAT Results

The SAT is scored on a 600-point scale (200 to 800) and provides both verbal and mathematics scores. Twenty-eight percent or 9,500 members of Colorado's Class of 1993 took the SAT.

- Scores of Colorado twelfth graders in the Class of 1993 increased on the College Board's *Scholastic Aptitude Test* (SAT) from the Class of 1992 (see Fig. 3.12). The total score on the SAT for Colorado in 1993 was 963, an increase of 3 points from 1992.

- The Colorado average verbal score increased 1 point to 454 in 1993 and the average mathematics score increased 2 points from 1992 to 509 in 1993.

- Colorado SAT scores were 30 points higher on the verbal portion and 31 points higher on the mathematics portion than the national average.

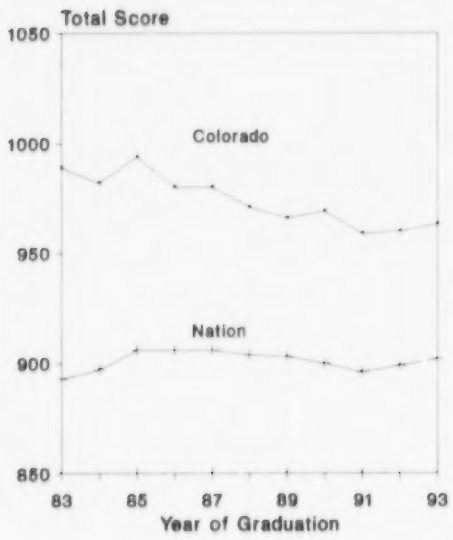
- In Colorado and the nation, men scored higher than women on the SAT in both the verbal and mathematics sections.

- Colorado minority student SAT scores were above national minority scores in each case. Using total scores, the comparisons were: American Indian, 923 vs. 847; Asian American, 959 vs. 950; Black, 795 vs. 741; and Hispanic, 900 vs. 803.

- The combined scores for Colorado minority student groups were lower than the Colorado average of 963.

- The percentage of twelfth graders taking the SAT increased from 17 percent in 1983 to 28 percent in 1993.

Fig. 3.12 SAT Total Scores



Advanced Placement Tests

The Advanced Placement Program (AP) allows secondary students to complete college-level studies in high school. Participating postsecondary institutions grant credit or appropriate placement to those test candidates who do well on the examinations. A wide variety of subject area tests is offered including history, math, science, English, foreign language, art and music.

- In Colorado 6,345 candidates were tested in 1993 across all subject area tests. Over half of those tested (54.8 percent) were female. Eighty-three percent of Colorado candidates who reported their race were White. Only 17 percent of the candidates were minority as compared to 22 percent minority students in Colorado's eleventh and twelfth grades.

- Sixty-seven (66.5) percent of the Colorado exams taken were passed at a score of 3 or higher on a 5-point scale. Nationally, 64.3 percent of all exams taken had comparable scores.

- The three most frequently taken Advanced Placement examinations in Colorado were English Literature and Composition, U. S. History, and Calculus.

HIGH SCHOOL GRADUATION AND DROPOUTS

One measure of Colorado's educational performance is the percentage of students who earn high school diplomas. Three indicators of high school graduation are reported: the graduation rate, the dropout rate and the number of high school equivalency certificates awarded.

Graduation Rates

Colorado has a graduate tracking system which accounts for transfers into and out of schools, school districts and the state. The graduation rate for the Colorado Class of 1993 within this system was 79.9 percent. This graduation rate was based on a four-year rate encompassing grades 9-12.

- The graduation rate excluding the alternative schools was 82.7 percent. Graduation rates of regular school programs were higher than the combined data from regular and alternative programs (see Fig. 3.13).

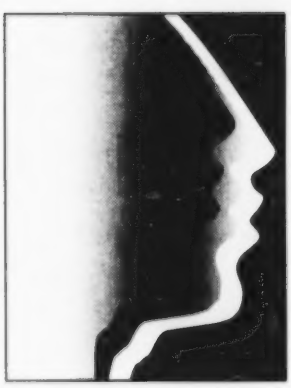


Fig. 3.13 Graduation Rates for Class of 1993

Group	Including Alternative Schools		Excluding Alternative Schools	
	Number of Grads	Rate	Number of Grads	Rate
Gender				
Male	15,755	77.7%	15,263	80.3%
Female	16,084	82.2	15,506	85.2
Racial/Ethnic				
American Indian/ Alaskan Native	225	52.9	194	58.8
Asian/Pacific Islander	926	81.7	917	84.3
Black	1,356	68.8	1,287	74.0
Hispanic	4,247	65.8	4,001	69.0
White	25,085	84.0	24,370	86.2
Total	31,839	79.9	30,769	82.7

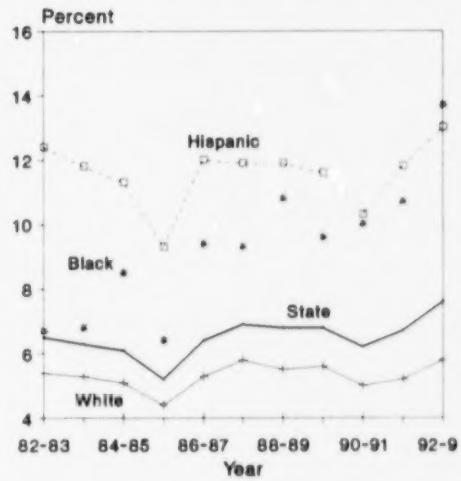
- The graduation rate for the Class of 1993 remained constant with the 1992 graduation rate.
- Female students (82.2 percent) reflected a higher graduation rate than male students (77.7 percent).
- White students had the highest graduation rate with 84.0 percent and American Indian students had the lowest with 52.9 percent. White students had the only graduation rate which increased from 1992. Other racial/ethnic group rates declined. Excluding alternative schools, Black and Hispanic rates increased as well.
- Colorado also tracks completer rates. This rate includes students who graduate or receive certificates or other designations of high school completion. The 1993 rate was 80.9 percent. The comparable rate excluding alternative schools was 83.1 percent.

Student Dropouts

Dropouts are students who leave school or terminate their education prior to their expected graduation dates. Students who are known to transfer to other educational programs, including General Education Development (GED) programs, are not dropouts. In Colorado the dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school, including alternative schools, during a single school year.

- Colorado's dropout rate for grades 10-12 is fluctuating. This rate decreased from 9.8 percent in 1977-78 to 5.2 percent in 1985-86. The rate increased to 6.8 percent in 1988-89 but decreased to the 1990–91 rate of 6.2 percent. The rate increased to 7.6 percent in 1992-93.
- Dropout rates, grades 10-12, were higher for minorities (see Fig. 3.14). While the largest number of dropouts, grades 7-12, were White (6,888), the dropout rates were highest for American Indian/Alaskan Native, Black and Hispanic students (see Fig. 3.15).

Fig. 3.14 Annual Dropout Rates for Blacks, Hispanics and Whites Grades 10-12



- Dropout rates were higher in tenth and eleventh grades, among males and in the Denver city/metro area (see Figs. 3.15 and 3.16).
- Seventeen percent of dropouts left school before reaching tenth grade (see Fig. 3.16).
- Of the total seventh through twelfth grade 1992-93 enrollment count, 3,550 students or 1.4 percent were retrievals. These students dropped out the previous school year but were back in the public schools for the 1992-93 school year.

- Students often show a pattern of dropping out and then returning to school a year later. Nearly one-third (32.2 percent) of the 11,019 dropouts in 1991-92 returned the following year.

- Nationally, the U.S. Department of Education reports that 81.4 percent of 19- and 20-year-olds surveyed by the Census Bureau in 1991 had received a high school diploma or equivalency certificate. Eighty-six (85.9) percent of 29- and 30-year-olds also completed. Therefore, some of the students reported as dropouts will eventually complete their high school education.

Fig. 3.15 Annual Dropout Rates for Grades 7-12 by Selected Group

Group	Number of Dropouts	Rate
Gender		
Male	7,185	4.7%
Female	5,605	3.9
Racial/Ethnic		
Amer. Indian/ Alask. Native	303	10.0
Asian/Pacif. Islander	333	4.4
Black	1,339	7.9
Hispanic	3,927	7.9
White	6,888	3.1
District Setting*		
Denver	7,249	4.8
Urban-Suburban	3,641	4.1
Outlying City	614	3.8
Outlying Town	616	2.6
Rural	377	3.2
Recreational	174	2.7
Small Attenandace	15	1.2

* Exludes BOCES student counts

High School Equivalency Certificates

Colorado residents who have not completed a high school program are given an opportunity to earn a High School Equivalency Certificate through the General Educational Development (GED) testing program. The GED examination, given in 39 test centers in Colorado, consists of five components: writing, mathematics, social studies, science and reading skills. Nationwide, more than 90 percent of colleges and universities and most employers accept the GED certificate as a secondary education credential.

Fig. 3.16 1992-93 Annual Dropout Rates for Grades 7-12

Level	Number of Dropouts	Rate
Grade 7	137	0.3%
Grade 8	248	0.5
Grade 9	1,768	3.4
Grade 10	2,587	5.4
Grade 11	2,691	6.1
Grade 12	1,823	4.9
Ungraded	1	0.4
Alternative	3,535	31.2
Total	12,790	4.3

- In 1993, 10,692 people in Colorado were tested. Of those tested, 7,250 took the complete GED battery and 6,923 or 95.5 percent passed the tests.

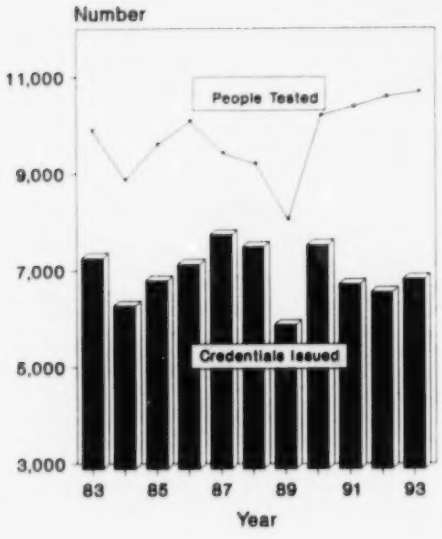
- In 1993 the number of persons tested increased 1.0 percent and the number of GED credentials increased 4.1 percent from 1992 (see Fig. 3.17).

- Thirty-nine (39.2) percent of the test-takers were 17-19 years old. In Colorado, 14.8 percent of the test-takers were age 17, while nationally 7.7 percent were age 17.

- The percentage of Colorado test-takers who passed the GED increased from 90.6 percent in 1992 to 95.5 percent in 1993. Nationally, 71.5 percent of the test-takers passed in 1993. These percentages are based on first time complete battery test-takers.

- A new program of literacy Certificates of Accomplishment has begun, recognizing basic accomplishment in reading, writing and mathematics. These certificates precede the GED.

Fig. 3.17 GED Credentials Issued



POSTSECONDARY PARTICIPATION

Participation in Postsecondary Enrollment Options Act

The Postsecondary Enrollment Options Act allows Colorado eleventh and twelfth graders to take certain college courses and receive both high school and college credit. The school districts must pay tuition for students when the courses are counted for high school graduation.

- One hundred six school districts reported 2,205 eleventh and twelfth graders taking courses in Colorado public institutions of higher education for high school and college/university credit in 1992-93.
- Twenty-seven participating Colorado public institutions of higher education were attended by 462 eleventh graders and 1,743 twelfth graders.
- Within the program, 3,856 courses were eligible for high school credit. The major reasons for denying credit were that students failed the course, did not complete coursework or withdrew.
- Seventy-eight (77.6) percent of participants took only one or two courses. Three (2.9) percent, or 64 students, attended the institutions of higher education on a full-time basis.
- The number of participants increased 35.2 percent from 1991-92 to 1992-93 as students and parents became more aware of the program. This upward trend is expected to continue.
- High school students also may attend postsecondary institutions on their own or through other programs in which high school credit is not obtained or the district does not pay tuition. There were 329 known students attending under other circumstances.

Continuation to Postsecondary Education

Approximately 75 percent of Colorado high school graduates eventually go on to some form of college or vocational postsecondary education.

- Approximately 56 percent of 1993 high school graduates went on to postsecondary education in fall 1993: 43 percent to Colorado public two-year and four-year colleges, 8 percent to out-of-state colleges and 5 percent to private or public vocational schools.
- An estimated 28 percent additional high school graduates were expected to enter college or other postsecondary schools after a delay of a year or more.
- In 1992, 52.7 percent of students entering a four-year college in fall 1986 received a bachelor's degree within six years. Less than half, 44.1 percent, had received a bachelor's degree in five years.

School Age Demographic Profile

Colorado's total public school membership declined from 1972 through 1983 and since then has been increasing. There have been large increases in membership the past four years, which reflect in-migration to Colorado. The increase is expected to continue through the end of the century. Private school enrollment increased slightly during the last few years, and a small but growing number of students are being served in home-study programs.

A growing number of Colorado school age children live in conditions often associated with school failure and dropping out. Colorado's at-risk population includes children who live in poverty and children who are homeless, abused, or non-English speaking. During the teenage years, many at-risk behaviors are exhibited including alcohol and drug abuse, sexual activity, suicide attempts, and violence.

PUBLIC SCHOOL MEMBERSHIP

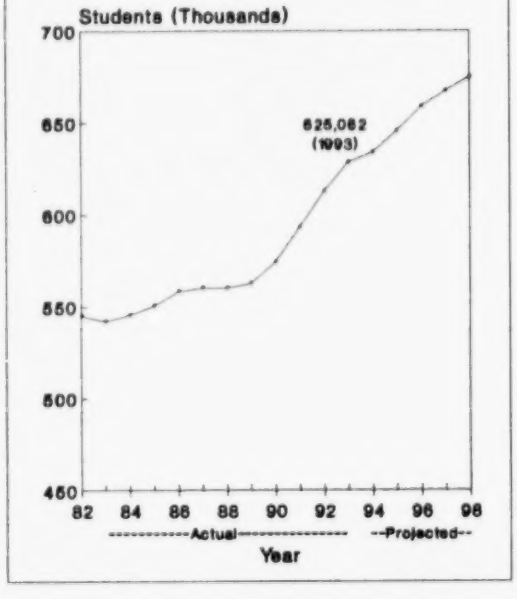
Membership Trends

Colorado pupil membership is increasing and is expected to continue to increase through the year 2000. Fall pupil membership reflects a one day count taken October 1st each year.

- In fall 1993, there were 625,062 students in membership in Colorado's public schools. Public schools experienced a downward trend between 1972 (574,248) and 1983 (542,196), during which time school membership declined 5.6 percent. However, membership is once again increasing and has expanded 15.3 percent since 1983 (see Fig. 4.1).

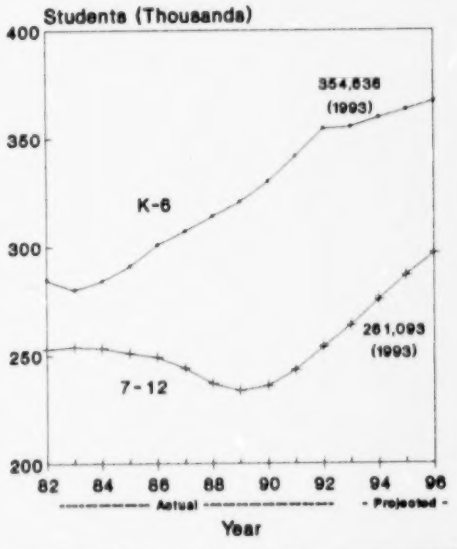
- The large growth in pupil membership between 1992 and 1993, an increase of 2.1 percent or 12,808 students, has enlarged future projections. It is projected that Colorado's pupil membership will increase an average of 1.6 percent per year through fall 1998.

Fig. 4.1 Pupil Membership Trends



- The grade K-6 fall membership total of 354,636 represented an increase of 1.4 percent over 1992, while membership in grades 7-12 expanded by 3.2 percent from 1992 to a total of 261,093 students. Secondary school membership has grown as the larger K-6 population enters the secondary grades and as secondary-age students have migrated into Colorado (see Fig. 4.2).

Fig. 4.2 Pupil Membership
Lower vs. Upper Grades



- There were 161,992 minority students in membership in fall 1993 which represents a 34.9 percent increase over 1983. Minority students accounted for 25.9 percent of total student membership in 1993 (see Fig. 4.3).

Fig. 4.3 Fall Pupil Membership by Race/Ethnicity

Race/ Ethnicity	1983 Count	1983 %	1993 Count	1993 %
Amer. Indian/ Alask. Native	3,748	0.7%	6,237	1.0%
Asian/Pacific Islander	10,347	1.9	15,243	2.4
Black	24,829	4.6	33,536	5.4
Hispanic	81,133	14.9	106,976	17.1
White	422,139	77.9	463,070	74.1
Total	542,196	100.0	625,062	100.0

Graduation Trends

Colorado public high schools graduated 31,839 students in 1993. This number increased 2.5 percent from 1992. Over the next eleven years, graduate numbers are expected to increase 44.0 percent to a peak of 45,848 graduates in the year 2004. A general downward trend is projected after this peak (see Fig. 4.4).

Fig. 4.4 Public School Graduation Trends

Pupil Distribution

Fifty-one (51.2) percent of public school students attended school in one of the 14 Denver city/metro districts. Less than 1 percent of students resided in the 26 small attendance school districts (see Fig. 4.5).

- There was little change in the proportion of pupil membership found in each of the five Colorado census regions from 1983 to 1993. The western slope, eastern plains, eastern mountains and San Luis Valley each showed a decrease in proportion of membership of less than 1 percent. The front range had an increase of 1.0 percent (see Fig. 4.6).

The Public School Finance Act required full-time equivalent pupil counts both in October and February of each school year for funding purposes.

- From the October 1992 to the February 1993 count, the full-time equivalent pupil count declined 5,179.5 or 0.9 percent from 585,452.5 to 580,273.0.

- Sixty-one of the 176 districts showed membership increases between October and February. Of the remaining, 110 declined and five remained constant.

Fig. 4.5 1993 Pupil Membership by Setting Category

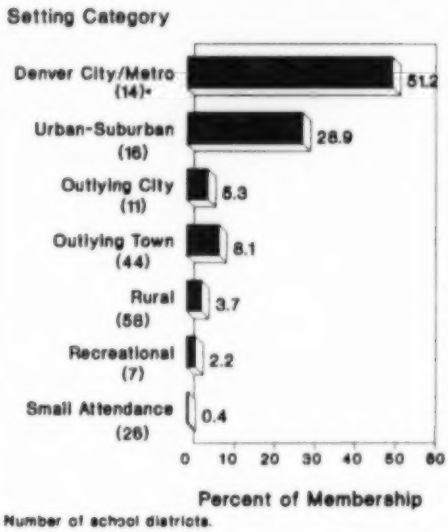
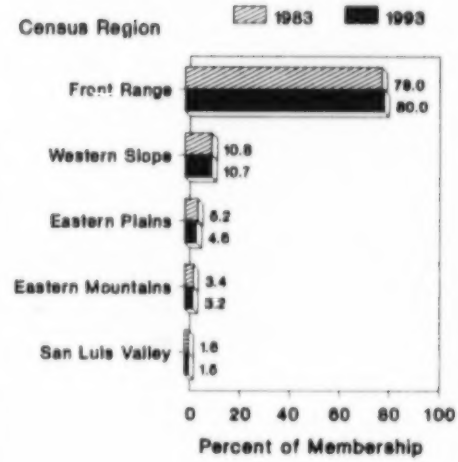


Fig. 4.6 Pupil Membership by Census Region



PRIVATE SCHOOL ENROLLMENT

Three types of private schools provide educational services to children who do not attend public school: church-related, non-church-related, and special education schools. The majority are located in the Denver city/metro area.

- In fall 1993, 44,592 students were enrolled in 386 private schools. Private school students constitute 6.7 percent of the state's school age population. Reported enrollments ranged from one student to 1,193 students with an average student enrollment of 116.

- Independent schools accounted for 34.5 percent of the number of private schools and 21.4 percent of private school enrollment. Catholic schools represented 14.8 percent of private schools and 33.8 percent of private school enrollment (see Fig. 4.7).

Fig. 4.7 1993 Reported Private School Enrollment by School Type

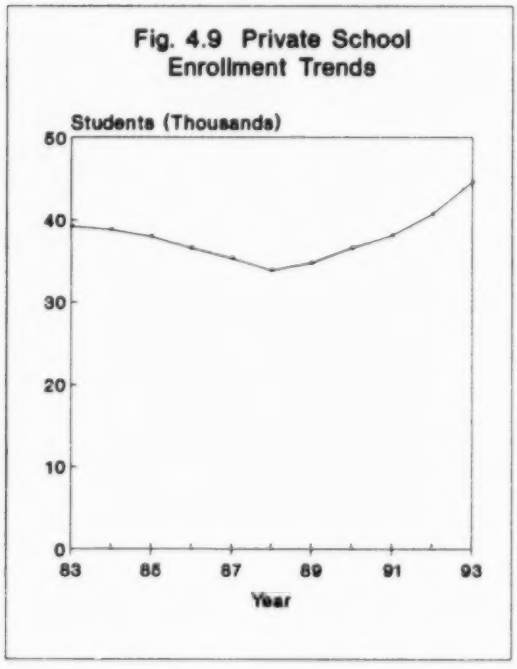
School Type	Number of Schools	Student Enrollment
Baptist	25	2,421
Catholic	57	15,075
Episcopal	3	558
Independent	133	9,527
Jewish	7	793
Lutheran	34	3,639
Montessori	25	749
7th Day Adventist	21	1,169
Special Education	2	360
Miscellaneous	79	10,301
Total	386	44,592

- Kindergarten and elementary schools constituted 67.6 percent of the total number of private schools and 52.8 percent of private school enrollment (see Fig. 4.8).

Fig. 4.8 1993 Reported Private School Enrollment by School Type

School Type	Number of Schools	Student Enrollment
Kindergarten	95	1,555
Elementary	166	21,714
Middle School	4	528
Senior High	20	4,055
Special Education	2	360
Combined K-12	99	16,380
Total	386	44,592

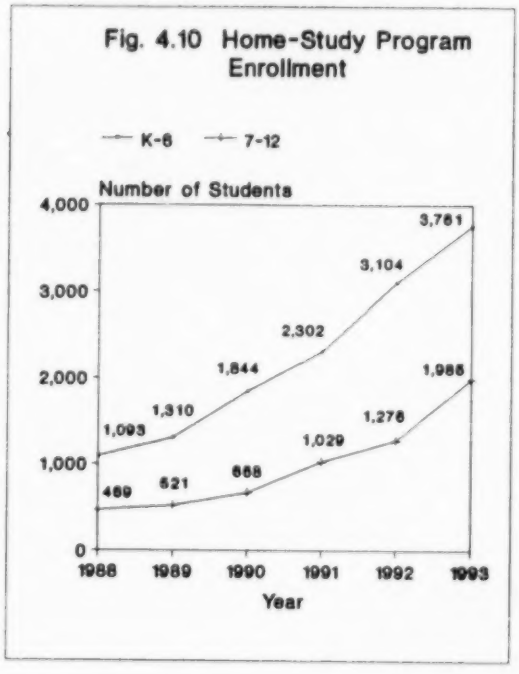
- Private school enrollment was up 9.6 percent from 1992. Both 1992 and 1993 enrollments surpassed the previous peak of 39,246 in 1983 (see Fig. 4.9).



COLORADO HOME STUDY

Colorado parents have the option of enrolling their school age children in a home-study program upon district notification. An increasing number of families are exercising this option. Still, those children reported receiving their education at home accounted for less than 1 percent of the total school age population of Colorado in 1993.

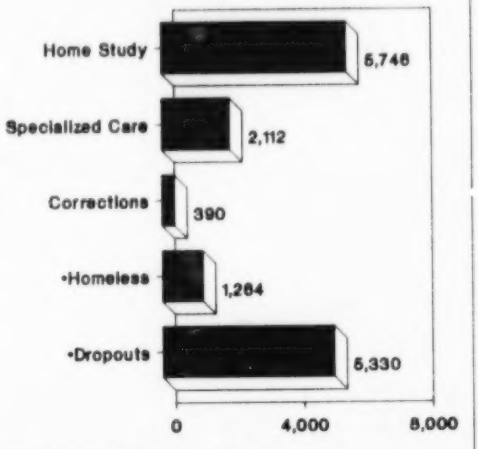
- A total of 5,746 students were reported in home-study programs in 1993, an increase of 31.2 percent over the previous year. Home-study enrollment for grades K-6 children increased by 21.2 percent over 1992. Enrollment for 7-12 grade children increased by 35.7 percent over 1992 (see Fig. 4.10). K-6 children constitute the majority of home-study enrollment at 65.5 percent.



COLORADO'S NON-SCHOOL POPULATION

Colorado's school age children receive their education in a variety of settings. Most are enrolled in one of the state's public or private schools. Over 92 percent of the state's school age population is enrolled in public school, and another 6 percent attend private school. However, many children receive their education in less traditional settings, and many do not receive any education at all. In an effort to capture a picture of where the remainder of Colorado's school age children were being educated on October 1, 1993, the following data were collected or estimated (see Fig. 4.11).

Fig. 4.11 School Age Population Not Enrolled in Public or Private Schools Estimated 1993



•Not Receiving Education (There may be duplication among these categories.)

- In 1993, Colorado's public school districts reported 5,746 school age children enrolled in home-study programs.
- Students placed in specialized care facilities often receive their education on the premises. As of October 1, 1993, 2,112 children were receiving instruction in residential child care facilities, group homes, residential facilities for developmentally disabled, hospitals and mental health centers.
- Counts by the Department of Institutions show that 390 school age children were being housed in long and short-term correctional facilities and receiving their educations within the facilities.
- An estimated 1,264 homeless school age children were not attending schools as reported by the *1993 Status Report--Education for Homeless Children and Youth*.
- In 1992-93 there were of 12,790 dropouts from Colorado public schools. It is estimated that 5,330 of these students had already dropped out of school as of October 1, 1992.

COLORADO YOUTH AT RISK

Potential at-risk students include minorities, homeless children, students living in poverty, and children in single parent families. Educational spending to keep these students in school is both cost-effective and necessary. For every dollar spent to prevent educational failure today, $4.75 is saved in later costs of remedial education, welfare and incarceration.

The number of children in Colorado who are at risk is sizeable. Every day, the lives of numerous children are affected by at-risk factors such as pregnancy, drugs and alcohol, dropping out and abuse or neglect (see Fig. 4.12).

Children in Poverty

The number of poor children under 18 in Colorado in 1990 was 126,181. The percentage of children who were poor was 15.0 percent. Among the states from lowest to highest percentage, Colorado ranked 23rd.

- The number of poor children in Colorado increased 34,886 from the 1980 figure of 91,295.

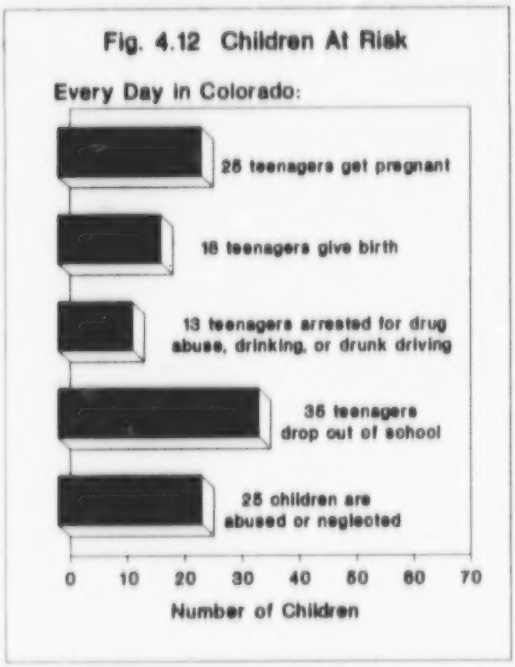
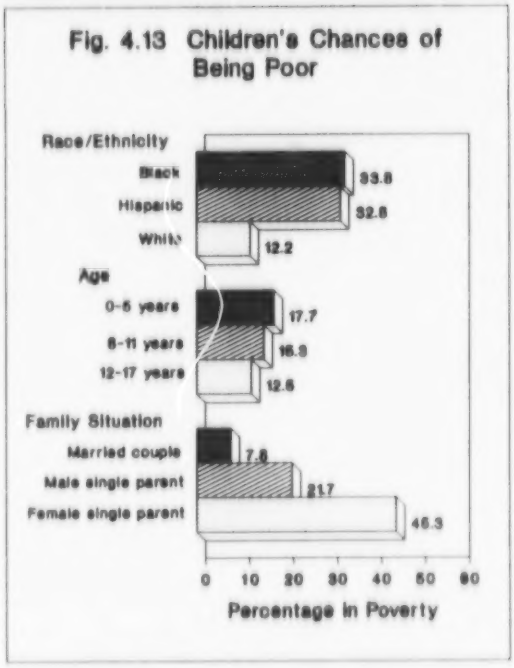


Fig. 4.12 Children At Risk
Every Day in Colorado:
25 teenagers get pregnant
18 teenagers give birth
13 teenagers arrested for drug abuse, drinking, or drunk driving
35 teenagers drop out of school
25 children are abused or neglected
0 10 20 30 40 50 60 70
Number of Children



- During the same period, the percentage of poor Colorado children increased 3.5 percentage points from 11.5 to 15.0. Colorado had the 10th largest increase in the United States.

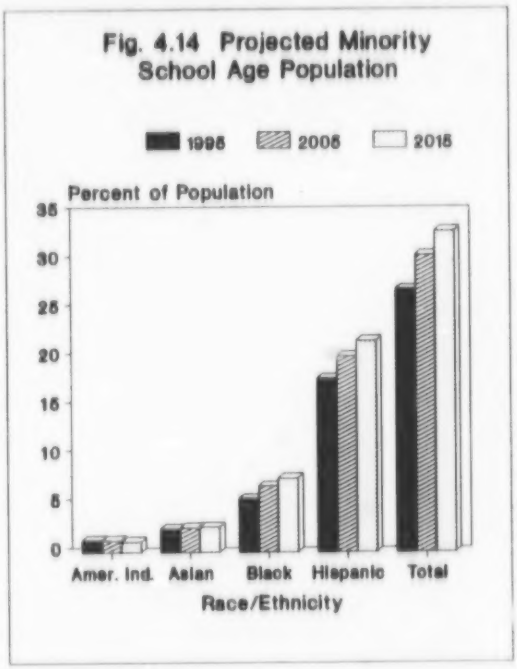
- The chance of being a poor child in Colorado is 15.3 percent. Minority children, children five and under, and children from single parent families are at even greater risk of being poor (see Fig. 4.13).

Minority School Age Population

The minority school age population in Colorado was projected to be 184,149 in 1995. This figure includes all minority persons in the 5-17-year-old range whether enrolled in public schools, private schools, institutions or not in school. In 1995, these students will account for 27.0 percent of the total school age population and this percentage is projected to increase to 33.0 in 2015 (see Fig. 4.14).

- The minority school age population is projected to increase 30.3 percent from 1995 to 2015. The non-minority population is expected to decrease 2.3 percent over the same period.

- The Hispanic school age population will show the greatest absolute growth within the minority groups, increasing 35,727 persons between 1995 and 2015.



- Minority public-school enrollments in 1993 were most concentrated in the San Luis Valley and front range (see Fig. 4.15).

Fig. 4.15 Colorado Public School Minority Enrollment by Region

Region	1983 Total Minority	1983 Percent Minority	1993 Total Minority	1993 Percent Minority
Front Range	100,372	23.4%	137,813	27.6%
Western Slope	6,253	10.7	9,314	13.8
Eastern Plains	5,553	19.9	6,467	22.6
Eastern Mountains	3,288	17.7	3,457	17.4
San Luis Valley	4,391	51.6	4,941	53.7
Total	120,057	22.1	161,992	25.9

- All areas except the eastern mountains had larger percentages of minority children enrolled in public school in 1993 than 1983. The front range had the greatest increase in percentage of minority students.

Non-English Speaking School Age Population

In the 1990 census, 50,794 (8.3 percent) of 5-17-year-olds in Colorado lived in homes where languages other than English were spoken. This number has increased 5.8 percent from the 1980 figure of 48,000.

- Twenty-two (22.0) percent or 11,171 of these children were linguistically isolated. No one in their household over 14 years of age spoke English well or at all.

- Fifteen (14.8) percent or 7,501 children were reported to speak English not well or at all.

Homeless

Due to unemployment, inability to pay rent or make mortgage payments, or moving to seek work, many families with children are left without homes. Education is often not a priority because homeless parents are concerned first about securing food, clothing and shelter for themselves and their offspring.

- In Colorado, 4,356 children and youth were estimated to be homeless according to the *1993 Status Report--Education for Homeless Children and Youth* (see Fig. 4.16).

Fig. 4.16 Homeless Children by School Level and Type of Housing

School Level	Number	Type of Housing	Number
Elementary	2,170	Public Shelters	72
Middle/Junior High	894	Private Shelters	2,967
High School	1,292	Relatives or Friends	1,317
Total	4,356	Total	4,356

- According to the report, 71.0 percent of homeless children and youth were attending school as of the October, 1993 study period.

- Reasons that homeless children were not attending school included the stigma and psychological disabilities that come from homelessness, the constant migrancy of homeless life and lack of stability, parental disregard for the child's education, difficulty in transportation and a lack of basic necessities.

Child Abuse

In 1992, there were 7,140 confirmed reports of child abuse filed with the Colorado Central Registry by county social service agencies. The reports involved 9,237 victims.

- Child abuse includes physical abuse, neglect, medical neglect, sexual abuse, emotional abuse and/or neglect (see Fig. 4.17).

- There were 35 known deaths in Colorado resulting from child abuse in 1992.

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- The number of confirmed reports of child abuse increased 8.8 percent from 1991. The number of victims increased 6.3 percent in the same period.

Fig. 4.17 1992 Incidence of Child Abuse

Type of Abuse	Number
Physical Abuse	2,806
Neglect	4,358
Medical Neglect	479
Sexual Abuse	2,004
Emotional Abuse and/or Neglect	1,095
Other	697

* Incidences will not add to total victims because a victim can be classified under one or more abuse categories.

Teenage Alcohol and Drug Abuse

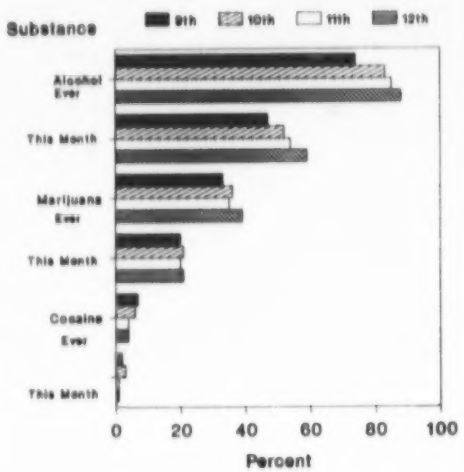
Substance abuse is a serious issue facing Colorado schools. In 1993, 1,585 ninth through twelfth graders were surveyed regarding prevalence and frequency of drug and alcohol use.

- Three out of four students had tried alcohol by ninth grade and most twelfth graders had (see Fig. 4.18). Thirty percent of ninth graders and 41.1 percent of twelfth graders had drunk five or more drinks on one occasion in the past 30 days. Three (3.4) percent of all students reported having five or more drinks 10 or more times within that period.

- Within the past month, one-third of all students surveyed had been in a car with someone who had been drinking. One-fourth of twelfth graders in the past 30 days had driven a car after drinking.

- More than a third of respondents had tried marijuana at least once in their lives and a fifth had used some within the past month.

Fig. 4.18 Use of Alcohol, Marijuana and Cocaine Among 9th-12th Graders



- Six (5.6) percent of respondents reported they had tried cocaine and 2 percent had used it within 30 days.

Teenage Sexual Behavior and Pregnancy

Sexual behavior was tracked in the *1993 Youth Risk Behavior Survey* in Colorado. Thirty-eight (38.0) percent of ninth graders had had sexual intercourse at least once in their lives while 62.2 percent of twelfth graders reported they had.

- Males were more likely to have had sex before age 13 than females, 10.8 percent vs. 4.4 percent.

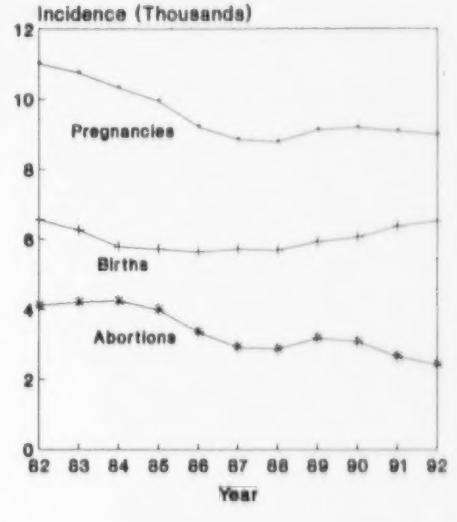
- Fifteen (14.8) percent of respondents who had had sexual intercourse reported using no pregnancy prevention measures the last time they had intercourse. When prevention methods were used, condoms, birth control pills and withdrawal, in that order, were most commonly used.

- Thirteen (12.9) percent of female respondents, grade 12, had been pregnant once in their lives.

- One-fourth (23.6 percent) of respondents had used alcohol or drugs during their last sexual experience.

Teen pregnancy numbers for Colorado females aged 10-19 have decreased since 1981. During the same period, abortions have also decreased. The number of live births decreased until 1986, but has increased in recent years (see Fig. 4.19).

Fig. 4.19 Teenage Pregnancy
Females 10-19 Years of Age



- Teen fertility rate is defined as the number of births annually per 1,000 15-19-year-old females in the population. This rate increased from 47.0 in 1984 to 54.7 in 1991 and decreased to 52.6 in 1992.

- Colorado fertility rates for females 15-19 years of age were lower than the national rates for the same age group.

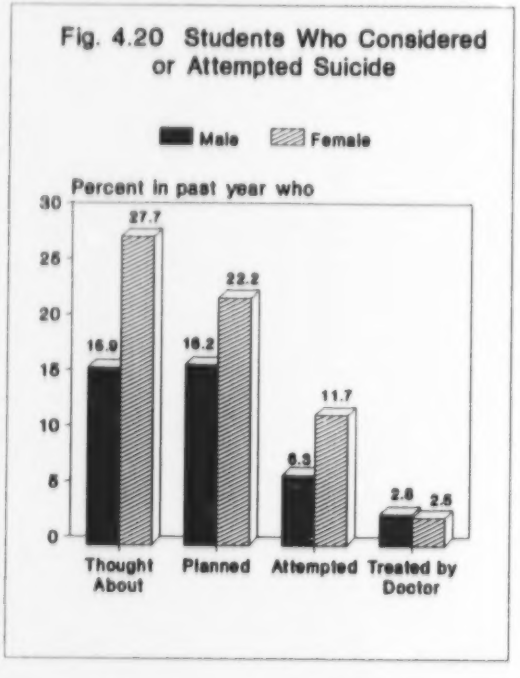
- Since 1984 the proportion of teenage pregnancies resulting in birth has increased from 56.1 percent to 72.5 percent. The proportion ending in abortion has, in general, decreased from 41.0 percent to 26.9 percent during the same period.

Teenage Suicide

After injuries, suicide is the 2nd leading cause of death for Colorado teenagers. Nationally, it is the 3rd leading cause of death for teenagers. Suicide is most common among teenagers and young adults. The *1993 Youth Risk Behavior Survey* questioned respondents' thoughts, plans and attempts of suicide.

- Females were more likely to have reported that they thought, planned or attempted suicide as male students (see Fig. 4.20).

Fig. 4.20 Students Who Considered or Attempted Suicide



- Only 3 percent of respondents reported an attempt serious enough to require medical treatment.

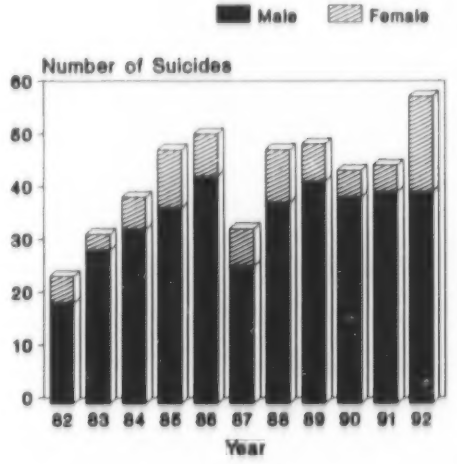
- Four (4.4) percent had attempted suicide more than once in the past year.

Colorado teenage suicide rates have varied widely over the last 10 years. In 1992, 58 Colorado youth, aged 10–19, committed suicide. In general, teenage suicide rates for Colorado tended to be higher than the national rates. The 1991 national suicide rate (deaths per 100,000 15-24-year-olds) was 13.1 and Colorado's comparable rate was 18.1.

- Suicide rates for 10-19-year-olds increased from 9.5 in 1991 to 11.7 in 1992. Teen suicide rates generally have been higher in the past eight years than before 1985.

- Male teenagers commit suicide at a much greater rate than females, but the female count increased sharply in 1992 (see Fig. 4.21). The 1992 male suicide rate for 10-19-year olds was 15.7 and the female rate was 7.5.

Fig. 4.21 Teenage Suicides by Gender for Teens 10-19 Years of Age



Teenage Violence and Potential Violence

The *1993 Youth Risk Behavior Survey* also asked about carrying weapons and physical fights.

- Males reported carrying weapons more frequently than females. Thirty-seven (36.5) percent of males had carried a weapon in the past 30 days and 6.7 percent of females had.

- Males were involved in more fights than females. Almost half (47.6 percent) of males had been in at least one physical fight within the past year and 29.4 percent of females had.

- Two out of three (62.9 percent) fights were with a family member or a friend.

Section 5

Educational Personnel

Colorado school districts employ over 60,000 people, more than half of whom are classroom teachers. Minorities continued to be underrepresented among Colorado teachers and administrators. Females were underrepresented as superintendents, but the percentage of female principals has increased from 18 to 39 percent since 1983. Males were underrepresented as classroom teachers, and the number of male elementary teachers has declined 33 percent since 1983. The number of graduates of teacher education programs has remained about the same the past three years at over 2,800. However, only 909 beginning teachers were hired in Colorado in fall 1993.

PROFILE OF SCHOOL DISTRICT PERSONNEL

Educational Staff Trends

In fall 1993, Colorado school districts employed 62,921 full-time equivalent (FTE) personnel. In the eight-year period from fall 1985 to fall 1993, school district staff increased by 4,720 or 8.1 percent. During that same period, student membership increased by 74,420 or 13.5 percent.

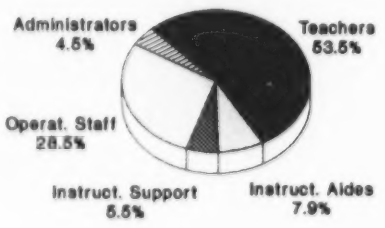
- Classroom teachers numbered 33,660.8 and constituted 53.5 percent of all school district personnel in 1993 (see Fig. 5.1). Classroom teachers increased by 12.6 percent between 1985 and 1993, and accounted for 80 percent of the total staff increase during that period.

- Instructional aides numbered 4,995.4 and represented 7.9 percent of all personnel. Since 1985, the number of instructional aides has increased 34.4 percent.

- Instructional support staff numbered 3,468.7 and constituted 5.5 percent of district staff. This category includes counselors, librarians, curriculum specialists, psychologists, audiologists, occupational therapists, physical therapists, speech correctionists, school nurses, social workers and teachers on special assignment. Instructional support staff increased 7.1 percent between 1985 and 1993.

- Operational staff in fall 1993 accounted for 28.5 percent of all staff and numbered 17,952.7. These include office support staff, food service workers, custodial staff, transportation personnel and library aides. Between 1985 and 1993, operational staff decreased by 1.7 percent.

Fig. 5.1 School District Personnel 1993



- Administrators numbered 2,843.2 and represented 4.5 percent of all staff. Administrators included superintendents, assistant superintendents, principals, directors and supervisors of services,

administrative assistants; business managers, attendance officers and deans.

- The number of administrators declined by 155 in the past year. The total number of administrators declined by 247.4, or 8.0 percent between 1985 and 1993.

In fall 1993, there was one full-time employee for every 9.9 students. Colorado school districts employed:

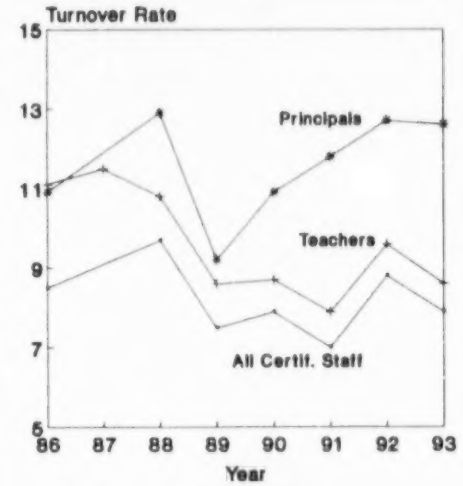
- one teacher for every 19 students,
- one operational staff member for every 35 students,
- one aide for every 125 students, and
- one administrator for every 220 students.

Turnover in School District Staffing

The turnover rate for all certificated school district personnel declined from a high of 9.7 percent in 1988 to 7.9 percent in fall 1993 (see Fig. 5.2). The turnover rate is the percentage of total staff in a given year who left before the beginning of the next year.

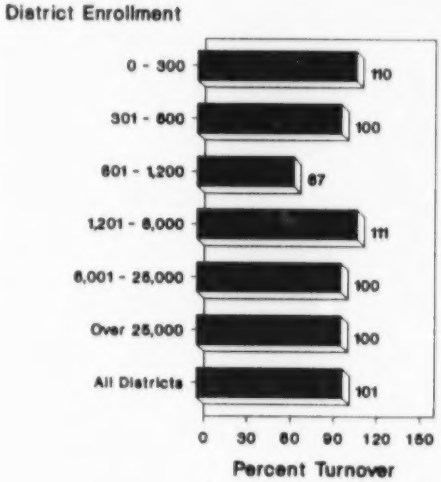
- The turnover rate for principals and assistant principals has increased in recent years from 9.2 percent in 1989 to 12.6 percent in 1993.
- Classroom teachers experienced lower turnover rates than other staff categories. Teacher turnover decreased from 11.1 percent in 1986 to 8.6 percent in 1993.
- Over the last five years, the turnover rate for the state's 176 superintendents has averaged 20.2 percent. In 1993, the turnover rate was 26 percent as 46 superintendents left their jobs.
- The total turnover for the past five years has been 178 of 176 superintendents, or 101 percent. Of the 178 superintendent changes, only 33 were previous Colorado superintendents. During the past five years 125 districts or 71 percent had one or more superintendent changes. Only 51 districts had the same superintendent for the five-year period.
- The five-year superintendent turnover rates by district size have ranged from a low of 67 percent for districts sized 601-1,200 to a high of 111 percent for districts with 1,201-6,000 membership (see Fig. 5.3).

Fig. 5.2 Staff Turnover Rates
1986-1993



Turnover rate is number who left divided by the total count the previous year.

Fig. 5.3 Superintendent 5-Year Turnover Rates by Size of District
1989 through 1993



Characteristics of Colorado Educators

The racial/ethnic and gender composition of Colorado educators was not reflective of the student population. Overall, although minorities comprised 25.9 percent of the student population, they accounted for only 9.3 percent of certificated personnel. Minorities were underrepresented as classroom teachers, principals, and superintendents. Women were underrepresented as secondary school principals and superintendents, and men were underrepresented as classroom teachers at the elementary level.

- In fall 1993, minorities represented 25.9 percent of Colorado public school students and 9.0 percent of classroom teachers. Minority representation among classroom teachers has increased less than 1 percentage point since 1983, whereas student minority representation has increased 3.8 percentage points (see Fig. 5.4).

Fig. 5.4 Education Population
Percentage Minority

	1983	1993
State Population	17.3%	19.8%
Students	22.1	25.9
Teachers	8.6	9.0
Principals	10.6	13.5
Superintendents	5.0	5.7

- The Hispanic teacher population has increased by less than one percentage point in the 10-year period, yet Hispanics still comprised only 5.8 percent of all classroom teachers in 1993. Hispanic students represented 17.1 percent of the student population in 1993.

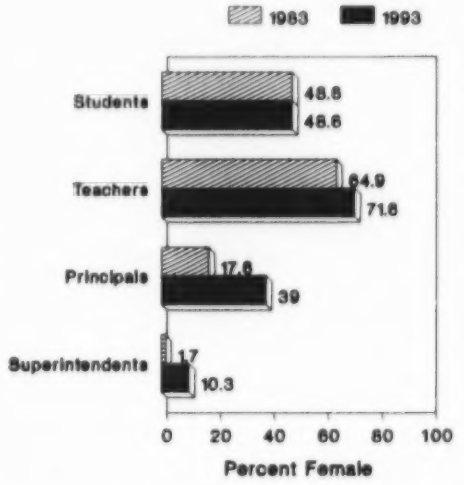
- Black teachers represented 1.9 percent of all Colorado teachers in 1993, while Black students were 5.4 percent of the student membership.

- In order to reflect the student population more closely, minority representation among classroom teachers would have to increase dramatically. The number of American Indian/Alaskan Native teachers would have to almost double. The number of Asian/Pacific Islander, Black and Hispanic teachers would have to almost triple.

- Minorities accounted for 13.5 percent of principals in 1993, an increase of 2.9 percentage points since 1983. At the same time, minority superintendents increased from 5.0 percent in 1983 to 5.7 percent in 1993.

- Women now account for 71.6 percent of classroom teachers. Since 1983, the number of female principals has risen from 17.6 percent to 39.0 percent. Women represented only 10.3 percent of Colorado superintendents in 1993 (see Fig. 5.5).

Fig. 5.5 Percentage Female
Students and Staff



- In 1993, 28.4 percent of all classroom teachers were male, down from 35.1 percent in 1983. The number of male elementary teachers decreased from 2,938 in 1983 to 1,972 in 1993, a 33 percent decline.

- The percentage of classroom teachers in the under 30 age group has fallen to 9.8 percent in 1993 from 13.8 percent in 1983. The 30-49 age group comprised 68.0 percent of 1993 teachers. The percentage of classroom teachers 50 years of age and over has increased 4.2 percentage points from 18.0 percent in 1983 to 22.2 percent in 1993.

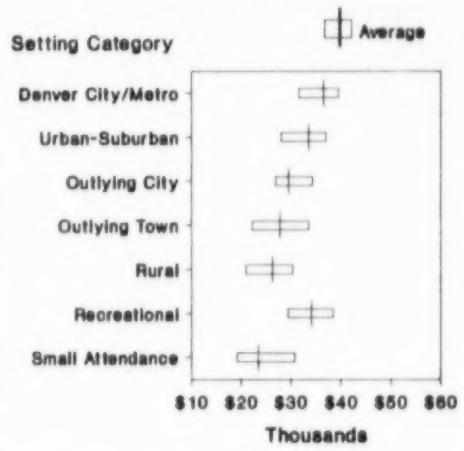
- Nearly half (48.5 percent) of Colorado's teachers held a Master's degree or higher, an increase of 3.3 percentage points since 1983.

Average Annual Salaries

In fall 1993, the average salary for a Colorado public school teacher was $33,826. This represents a 0.8 percent increase over the previous year's average of $33,541 and a 45.3 percent increase over 1983's average teacher salary of $23,276. However, after adjusting for inflation in the Denver consumer price index, average teacher salaries went up only 6.6 percent over the 10-year period.

- Colorado's average teacher salaries for individual districts ranged from $19,203 in a small attendance district to $39,475 in a Denver city/metro district. The small attendance setting districts had the lowest average salary of $23,458 while the Denver city/metro districts had the highest average salary of $36,483 (see Fig. 5.6).

Fig. 5.6 Classroom Teacher Salaries by Setting Category--1993
Average and Range Across Districts



- Colorado's average teacher salary fell further behind the national average in 1993. In 1989, Colorado's average teacher salary dropped below the national average for the first time since 1978. In 1993, the trend continued as Colorado's average teacher salary was $2,132 below the national average.

- The Colorado 1993 average teacher salary of $33,826 was below the national average salary of $35,958. However, the 1993 consumer price index in Denver of 135.8 (CPI-U) was below the national CPI-U of 145.3. If the national average salary was adjusted down to the Denver CPI, the national salary would have been $33,607.

- In fall 1992, Colorado ranked 24th nationally in average teacher salary, the same rank as 1991.

- The 1993 average annual salary for Colorado's principals was $54,023, a 1.5 percent increase over the previous year and a 45.8 percent increase over 1983. Principals in districts of 25,000 students or more had an average salary of $59,083, while principals in districts of 300 or less students had an average salary of $33,846.

- The average 1993 salary for Colorado's superintendents was $58,742, which represented a 1.0 percent increase over the average superintendent salary of 1992 and a 50.8 percent increase over 1983. Superintendents in districts of 25,000 pupils or more averaged $101,276 per year, while superintendents in districts of 300 or fewer students had an average salary of $43,741.

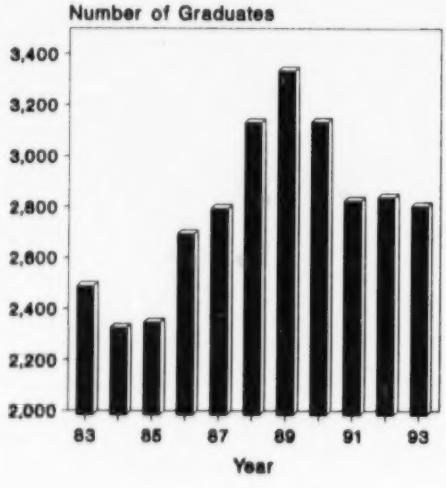
TEACHER EDUCATION AND CERTIFICATION

Seventeen approved Colorado institutions of higher education prepared 2,820 graduates for certification in 1993. This represented a 1.2 percent decrease over 1992, but a 12.6 percent increase since 1983 (see Figs. 5.7 and 5.8). In fall 1993, only 909 teachers were hired in Colorado without previous teaching experience in Colorado or another state.

- Between July 1, 1993, and June 30, 1994, Colorado teacher preparation institutions recommended 47.3 percent of initial certificate endorsements (see Fig. 5.9).

- Between July 1, 1993, and June 30, 1994, 5,736 Colorado initial certificates and 10,083 renewals were issued. The initial certificates carried 6,174 endorsements (see Fig. 5.9). Of the initial certificates issued, 2,789, or 48.6 percent, were granted to Colorado graduates and 2,947 or 51.4

Fig. 5.7 Graduates of Teacher and Administrator Preparation Programs 1983-1993



percent were issued to graduates trained at out-of-state institutions.

- The number of students completing special education teacher programs increased 11 percent from 300 in 1992 to 333 in 1993, and is near the recent high of 338 in 1990 (see Fig. 5.10).

- The number of graduates completing mathematics programs increased slightly, from 112 students in 1992 to 120 in 1993. This is an increase of 7.1 percent. The number of science program graduates decreased slightly, from 146 in 1992 to 141 in 1993. However, since 1983, the number of students completing science teacher preparation programs has increased 62 percent (see Fig. 5.10).

Fig. 5.8 Colorado Graduates Eligible for Certification

Institution	1992 Number of Graduates	1992 Percent of Graduates	1993 Number of Graduates	1993 Percent of Graduates
U.N.C.	658	23.1%	654	23.2%
Metro State	355	12.4	355	12.6
C.U.-Boulder	304	10.7	270	9.6
C.S.U.	272	9.5	254	9.0
C.U. - Denver	235	8.2	238	8.4
C.U. - Co. Springs	181	6.3	204	7.2
D.U.	243	8.5	186	6.6
Adams State	131	4.6	160	5.7
Southern Colorado	96	3.4	116	4.1
Fort Lewis	128	4.5	112	4.0
Regis	73	2.6	75	2.6
Western State	78	2.7	57	2.0
Mesa State	36	1.3	53	1.9
Colorado Coll.	30	1.1	39	1.4
University of Phoenix	18	0.6	27	1.0
Colorado Christian Univ.	10	0.4	13	0.5
Chapman Univ.	5	0.2	7	0.2
Total	2,853	100.0	2,820	100.0

ASSESSMENT OF TEACHER AND ADMINISTRATOR CANDIDATES

Colorado is one of 42 states that screens teachers in basic skills prior to certification. Colorado's current testing program began in 1983. All teachers, administrators and special services personnel requesting first-time certification must pass tests in selected basic skill areas.

The *California Achievement Test* (CAT) has been used for basic skills competency testing. In order to pass each section, a student must score at or above the 75th percentile rank for twelfth graders. Candidates were allowed four attempts to pass. Tests

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Fig. 5.9 Endorsements in Initial Certificates July 1, 1993 to June 30, 1994

General Endorsement Area	In-State	Out-of-State	Total
Agriculture	5	10	15
Art	57	84	141
Business	27	49	76
Distributive Education	4	2	6
English Language Arts	221	297	518
Foreign Languages	54	116	170
Health, Safety, PE	107	156	263
Home Economics	11	44	55
Industrial Arts	23	14	37
Mathematics	112	143	255
Music	70	112	182
Natural Science	149	142	291
Social Studies	246	214	460
Trade/Ind. Occupations	6	22	28
Gen. Elem-Sec. Educ.	1,074	1,321	2,395
Special Education	196	168	364
Linguist. Different	60	71	131
Program Service Spec.	32	76	108
Middle School	41	7	48
School Admin.	338	108	446
Special Services	87	98	185
Total	2,920	3,254	6,174

include spelling, language usage/mechanics and mathematics, as well as an oral language assessment.

- Approximately 4,000 students from Colorado colleges and 2,800 students in other states were tested between June 1, 1993 and May 31, 1994 (see Fig. 5.11).

- Oral language exams have been most easily passed, mathematics has been the most difficult test to pass on the first attempt.

- Beginning July 1, 1994, under the new Educator Licensing Act, a totally new assessment program is in effect. The program is referred to as PLACE--Program for Licensing Assessments for Colorado Educators. The CAT is no longer used. Candidates for licensing, before being issued a Provisional License, will have to pass tests not only in basic skills, but also in liberal arts (general knowledge), professional knowledge (teacher, administrator), and subject area knowledge related to the endorsement area being sought.

Fig. 5.10 Graduates in Science, Math and Special Education 1982-1993

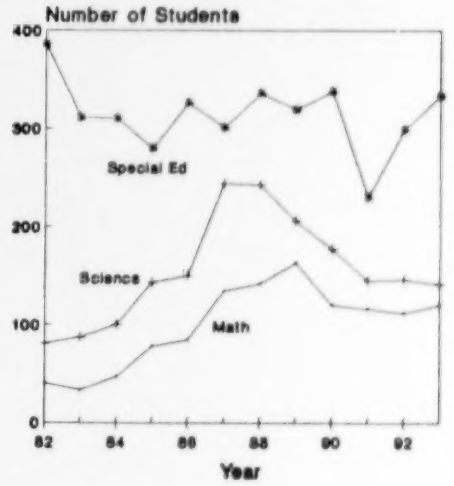


Fig. 5.11 Basic Skills Test Results for Teaching Certificate Candidates 1991-92

	Percent Passing	
In-State Preparation	**First Attempt**	**All Other Attempts**
Oral Language	93.2%	85.0%
Spelling	74.1	65.1
Language	74.0	71.0
Mathematics	66.9	68.3
Out-of-State Preparation		
Oral Language	93.4	95.0
Spelling	83.6	60.0
Language	82.5	78.9
Mathematics	66.5	67.8

Section 6

Educational System and Programs

The last four years have seen sizeable increases in student membership, reflecting renewed in-migration to Colorado. The number of schools also is increasing. Pupil-teacher ratios, which had been declining through 1989, are now rising. State supervision of school districts is accomplished through auditing, the accountability and accreditation process, and the new standards based education designs.

Colorado school districts receive funding from a number of federal, state and local sources. State funds provided approximately 47.3 percent of school finance act funding and 39.7 percent of total 1993 K-12 revenues. State equalization funds are intended to assure equity through reducing monetary disparities among districts.

COLORADO'S EDUCATIONAL SYSTEM

Schools and Districts

In fall 1993, there were 176 Colorado public school districts and 1,369 public schools.

- The number of schools in Colorado has been increasing since 1983, matching the period of increasing membership (see Fig. 6.1).

Fig. 6.1 Number of Schools Fall Counts

School Level	1983	1988	1992	1993
Elementary	771	808	805	807
Middle	94	129	150	194
Junior High	133	99	89	49
Senior High	245	247	250	251
Other*	43	48	66	68
Total	1,286	1,331	1,360	1,369

*Includes vocational, special education and some alternative schools.

- The number of "other" schools continues to increase each year, with most of the growth being the increasing number of alternative schools.

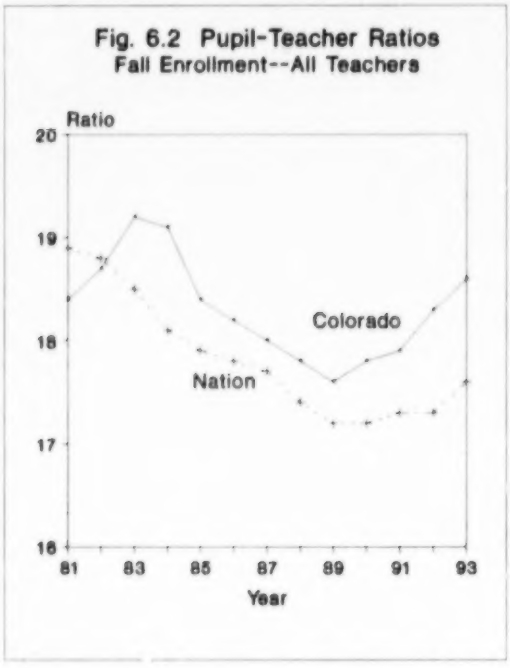
- School districts have organized 17 state-funded Boards of Cooperative Educational Services (BOCES) throughout Colorado. BOCES provide services to member districts in order to share resources and increase efficiency. Examples of services include special education, migrant education, film libraries and curriculum design specialists. A list of BOCES and districts is provided at the end of this report.

Pupil-Teacher Ratios

The pupil-teacher ratio in Colorado and the nation declined during the period 1984-89, and has been rising since 1989 (see Fig. 6.2). The decline was partly due to increases in the number of special education teachers and to school district efforts to reduce class size. Since 1989, budget limitations have driven pupil-teacher ratios back up.

The pupil-teacher ratio is the ratio of pupils to all staff members assigned the professional activities of instructing pupils in self-contained classrooms or courses. Unless otherwise noted, teachers include elementary and secondary classroom teachers, special education teachers and special subject teachers, such as music, art, physical education and driver education.

- The ratio of Colorado pupils to teachers in 1993 was 18.6 to 1, up from 17.3 to 1 in 1992. However, when special education and special teachers were excluded, the 1993 ratio became 24.7 to 1 (see Fig. 6.3).



- When all school level employees were counted, including aides, administrators, clerical, special services, maintenance, food service and transportation workers, but excluding district level (central administration) employees, the ratio of pupils to adults in the schools was 10.4 to 1. Teachers were 53 percent of total district FTE employees.

- Pupil-teacher ratios were lower in smaller, rural districts and higher in larger, urban districts. Ratios ranged from 8.1 in the small attendance districts to 19.5 in the urban-suburban districts.

- Colorado's 1993 pupil-teacher ratio of 18.6 was higher than the estimate of 17.6 for the nation. In 1992, Colorado's pupil-teacher ratio ranked 41st (where first equals the smallest ratio) among the 50 states and District of Columbia. Nationally, state pupil-teacher ratios ranged from 13.6 (New Jersey, Vermont) to 24.1 (California). Colorado's ranking has been getting lower in the past three years.

Telecommunications

Distance learning is any interactive teaching/learning activity taking place when teachers and students are in different geographic locations. This can include audio, video, or computer services and networks, including teleconferencing and electronic mail.

Fig. 6.3 Pupil-Teacher Ratios by District Setting Fall 1993

Setting (No. of Districts)	All Teachers*	Regular Classroom Teachers**
Denver City/Metro (14)	19.2	25.4
Urban-Suburban (16)	19.5	26.3
Outlying City (11)	17.8	24.6
Outlying Town (44)	17.3	22.3
Rural (58)	14.8	19.2
Recreational (7)	16.3	21.9
Small Attendance (26)	8.1	9.9
State (176)***	18.6	24.7

*All teachers include special education teachers and teachers in specialized subject areas such as music, art, physical education, driver education and ROTC.

**Regular classroom teachers exclude special education teachers, Chapter 1 resource teachers and teachers in specialized subject areas.

***Includes counts from BOCES, which are not included in setting counts above.

- In fall 1993, over 90 Colorado school districts and nine Boards of Cooperative Educational Services (BOCES) were participating in distance learning projects.

- The state plan of the Colorado Telecommunications Advisory Commission is for regional networks, interconnected via a statewide interactive backbone. There are at least 10 regional nets operational in various BOCES and higher education systems. CDE and Colorado SuperNet are establishing a "Colorado K-12 Electronic Community" to provide electronic mail, access to information bases and networking through Internet.

- Access Colorado Library and Information Network (ACLIN) provides a telecommunications link among more than 165 library catalogs and

30 information databases. Any library, business or home business computer user with a modem has toll-free telephone line access to the system.

STATE EDUCATIONAL PROGRAMS

Accreditation and Accountability

State accreditation of Colorado school districts focuses on how well students are performing and the degree to which parents, teachers and community are involved in decision making for school quality. There are two types of accreditation: basic and contract. Basic accreditation places school districts on a regular three-year cycle. Contract accreditation is based upon a contract cooperatively developed between the local board of education and the State Board of Education. The contract accreditation may be for up to six years, subject to annual review of fulfillment of the contract.

There are two types of contract accreditation: Enterprise and Performance. Enterprise contracts are open-ended, tailored to district priorities. Performance contracts are for districts who exceed state goals and who set high student performance goals as part of their accreditation contract.

- There are 12 school districts now on accreditation contracts (see Fig. 6.4).

- Schools may seek state recognition for demonstrating excellence in performance under the John Irwin Colorado Schools of Excellence program (see back cover).

Educational accountability means being responsible to the community for student performance and the quality of the educational program. In Colorado, both schools and school districts must identify goals, involve community, measure results, and report to their publics. Two new expectations for both school and district accountability committee are:

- Budget recommendations on the prioritization and expenditure of funds.

Fig. 6.4 Districts in Contract Accreditation, June, 1994

Enterprise Contracts
- Aurora Public Schools
- Denver Public Schools
- Greeley 6
- Mesa County Valley 51, Grand Junction
- Westminster 50

Performance Contracts
- Branson 82
- Briggsdale RE-10
- Deer Trail 26J
- Pawnee RE-12, Grover
- Ouray R-1
- Springfield RE-4
- Woodlin R-104, Woodrow

- A report on the learning environments in schools and on conduct and discipline actions taken during the year.

Because of the essential role standards play in state accreditation, almost all state accreditation activity during the 1993-94 and 1994-95 academic years will be devoted to assisting local districts with implementing standards-based education.

- Accreditation terms of all school districts have been extended by one year beyond the date stated on the accreditation certificate.

- Help is provided to school districts which are requesting Performance Accreditation Contracts or developing an Enterprise Accreditation Contract with the State Board of Education.

- The 1993-94 and 1994-95 accreditation review schedules have been replaced with technical assistance planning sessions, standards workshops, and other activities tailored to enhance the accountability process.

- State requirements for standardized testing have been suspended through 1995, except for the National Assessment of Educational Progress (NAEP) sample and federally-mandated testing such as in Chapter 1.

English Language Proficiency Act

The English Language Proficiency Act (ELPA) provides partial support for programs for children whose dominant language is not English. The act helps fund such programs for a maximum of two years per student.

Students are eligible for assistance under the A/B category if their dominant language is not English. Students whose dominant languages are difficult to determine and who demonstrate limited English proficiency are C category students. ELPA programs most frequently use English as a second language (ESL) or bilingual instructional strategies.

- Of the more than 25,000 limited English proficient (LEP) students estimated in Colorado public schools, 13,129 or 52 percent were eligible for ELPA funding and served in 1993-94. The number of students served increased 55 percent between 1987 and 1993.

- Of the children served in 1993-94, 73 percent were in grades K-6. The students spoke 105 different languages (see Fig. 6.5).

Fig. 6.5 English Language Proficiency Act State Summary

	1987-88	1993-94
No. of Eligible Sch. Dists.	91	95
No. of Eligible Students	8,479	13,129
Category A/B	6,231	9,977
Category C	2,248	3,152
No. of Languages Spoken	81	105
Total Allocation of Funds	$2.5M	$2.6M
Allocation Per Student		
Category A/B	$301	$196
Category C	$278	$206

Transportation

In 1992-93, school districts transported an average of 272,161 pupils each day to and from school. School transportation also includes busing for athletics, activities and field trips. There were 4,993 buses and small vehicles used in pupil transportation, driven an average of 260,831 miles each day. School transportation costs are partially reimbursed through the Public School Transportation Fund.

- The proportion of Colorado public school students transported each day has remained around 40-45 percent over the last several years (see Fig. 6.6).

Fig. 6.6 School Transportation

	1987-88	1992-93
Students Per Day	227,313	272,161
Percent of Enrolled Students Transported	41%	44%
Cost Per Day	$381,381	$483,654
Average Annual Cost Per Student Transported	$302	$320
Average Cost per Mile	$1.25	$1.85

- The average annual cost per student transported in 1992-93 was $320, an increase of only six percent over 1987-88 and 12 dollars less than in 1991-92. Adjusted for changes in the consumer price index, the change in annual cost per student between 1987 and 1992 was a decrease of 10 percent.

- Colorado's safety record for school buses is better than the national average. A Colorado bus was involved in a reportable traffic accident every 327,278 miles in 1992-93. This was 65 percent better than the national average. The number of school bus accidents in 1992-93 was 20 percent fewer than in 1990-91.

- School bus transportation accidents killed an estimated 33 pupils nationwide in the school year 1991-92. There have been no transportation fatalities to Colorado pupils in the past four school years 1989-90 through 1993-94.

- State payment under the Transportation Fund has declined from 51 percent of total operating expenditures in 1987-88 to 38 percent in 1992-93.

Colorado Preschool Program

The Colorado Preschool Program (CPP) was enacted by the General Assembly as part of the School

Finance Act of 1988. The program serves children who lack overall learning readiness due to family risk factors, who are in need of language development, or who are receiving aid as neglected or dependent children. These indicators predict they are more likely to need special services in later years and eventually to drop out of school if intervention is not provided. The program serves 4- and 5-year-old children in the year before they are eligible for kindergarten.

- In 1993-94 the program served 2,750 children in 59 school districts. The General Assembly in 1994 expanded the program to serve 4,500 children in 1994-95, and increasing to serve 8,500 children in 1996-97.

- There are at least 100,000 3- and 4-year-old children in Colorado. Estimates made in 1991 projected that 10,800 children were eligible for the Colorado Preschool Program, and of whom more than 6,800 (63 percent) were not being served in public school programs.

- Over 30 percent of the children served by the CPP program live in single-parent households. Nearly one in four has a parent who was a high school dropout.

- Half of the children are from minority families, and one in five live in homes where a language other than English is spoken.

- On average, children entered the program almost five months behind in language skills and left the program performing at age level.

Colorado Libraries

Coloradans have access to information and lifelong learning through more than 1,500 libraries. There are five types of libraries. Public libraries serve residents of cities, counties, and library districts. Academic libraries serve faculty, staff, and students in the state's public and private colleges and universities. School library media centers serve teachers, staff, and pupils in elementary and secondary schools. Institutional libraries serve residents and staff of the state's correctional, juvenile, health and mental health institutions. Special libraries serve government agencies, professions, business and industry, and a wide variety of non-profit organizations.

- The Access Colorado Library and Information Network (ACLIN) was fully implemented in 1993. This computer network, free to all Colorado residents, provides access to the automated card catalogs of 165 libraries and to more than 30 information databases, including information on the activities of the Colorado legislature. Seven more library computer databases will be added in 1994. The ACLIN promotional campaign began in fall 1993, when press packets and promotional materials, generated by the Colorado Library Association public relations committee in conjunction with the State Library, were mailed to each library in the state. Many library districts put together demonstration programs for the public and their legislators.

- The Colorado Library Card program, launched in 1992, gives Coloradans the privilege of checking out and returning books at any participating library in the state, using their home library card. The program includes all types of libraries. By the end of 1993, the Colorado Library Card program was at 86 percent participation, including 136 public libraries, 228 school libraries, and six regional systems.

- The Colorado Talking Book Library (CTBL) provides books on tape or record and large print books to visually and physically handicapped Coloradans. In addition to mailing books from its main location, the Library now has deposit collections in 17 public libraries throughout the state. In 1993, CTBL provided 11,174 active readers with 371,826 books. Beginning in 1994, using home computer systems, clients will be able to check out their own books and search the catalog by subject, author, and title. The program will be available on ACLIN.

- Twenty-five media specialists and Department of Education and state library staff have drafted standards for school library media centers to mesh with the state content standards being developed.

- The School Model Programs Database is a clearinghouse of effective educational programs and practices that have been implemented in schools in Colorado and across the nation. In addition to a detailed description of each program, the database provides information on program objectives, resources needed for

ACLIN
Access Colorado Library & Information Network

implementation, program evaluation data, and program contacts. In 1993, the database averaged about 60 uses per day; use of the database has doubled in the last two years. This database will evolve into the Resource Bank on Standards and Assessments, required by HB 93-1313. The database is available through the Colorado Alliance of Research Libraries (CARL) system and through ACLIN.

Choices and Charters

Choice means giving parents and students the opportunity to select their schools.

The 1990 General Assembly adopted the Public Schools of Choice Act (Section 22-36 C.R.S.). The law requires all districts to establish policies and procedures for open enrollment in all programs or schools for resident pupils. This is subject only to restrictions of lack of space or where open enrollment would produce noncompliance with desegregation plans. In 1994 the act was amended to provide that students from other districts must be allowed to enroll without parent tuition subject to space and staff limitations. The Public Schools of Choice Act also provided for an interdistrict schools of choice funded pilot program through 1996-97.

- No schools of choice grants were allocated in 1993-94 because there were no funds available from the funding source provided in the act.

- In fall 1993, 114 school districts reported they had more than 7,100 students (1.4 percent of Colorado public school membership) attending from outside their district (see Fig. 6.7).

Fig. 6.7 Interdistrict Choice

Year (October)	No. Students From Outside District	No. Districts Receiving Students
1987	3,314	116
1988	3,724	124
1989	4,130	103
1990	4,529	112
1991	5,550	108
1992	5,983	109
1993	7,146	114

The 1993 General Assembly passed the Charter Schools Act (Section 22-30.5 C.R.S.) to create an avenue for parents, teachers and community members to take risks and create innovative and flexible ways of educating all children within the public school system. A charter school is a public school operated by a designated group as a semi-autonomous school of choice within a school district. A charter or contract between the school team and the local board of education spells out the program and operating details.

- Two charter schools (Pueblo County, Douglas County) were operating in 1993-94, and 14 more have been approved to begin in fall 1994.

Alternative schools or options already have been established in at least 48 Colorado school districts and BOCES. Alternative schools are schools of choice established by the district to provide a learning experience different from conventional school offerings. Many of these schools are designed for high-risk students, others offer choices for any student.

- There were 114 alternative schools and programs identified in 1993, up from 69 reported in 1989 (see Fig. 6.8).

Fig. 6.8 Public Alternative Schools by Category, Fall 1993

School/Program	Number
Elementary School Programs	27
Middle School Programs	15
High School Programs	63
Teen Mother Programs	7
Magnet Schools	6
Charter Schools	2
Second Chance Centers	15
Educational Clinics	1
Adult High Schools (serving 18-21 year olds)	10
Total Schools*	114

*Some are counted in more than one category.

Education of Children with Disabilities

The Exceptional Children's Educational Act directs the Department of Education to prepare an annual report of the type and number of children with disabilities, the educational services that were provided to them, and the costs and revenues of the special education program.

Children Served

Colorado public schools provided special education and related services to 71,690 children with disabilities in 1991-92, and 76,374 children during the 1992-93 school year (see Fig. 6.9).

- Children with disabilities, ages birth through 21, who were served during the 1992-93 school year represented 12.5 percent of the public school membership, compared to 9.5 percent in 1982-83. This percentage did not change from 1991-92 to 1992-93.

- The number of full-time equivalent children who received special education and related services increased from 12,636.8 in 1982-83 to 18,216.1 ten years later, an increase of 44 percent.

- There were 4,238 3- and 4-year-old children with disabilities served by public schools during the 1992-93 school year. This was a 31 percent increase over the number of 3- and 4-year-old children served in special education programs the previous school year. The number served represented 4.1 percent of the estimated population of 3- and 4-year-olds in the state in 1992-93, and 3.1 percent in 1991-92.

- The percentage of all children with disabilities who had a significant limited intellectual capacity has decreased from 9.4 percent in 1982-83 to 4.2 percent in 1992-93. Children with a significant identifiable emotional disability have also decreased, from 18.2 percent of the total special education children served in 1982-83 to 13.5 percent in 1992-93.

Services Provided

During the 1992-93 school year, 7,661 full-time equivalent (FTE) special education staff were employed by Colorado public schools, compared to 7,445 in 1991-92 and 5,464 in 1982-83 (see Fig. 6.10).

Fig. 6.9 Students Served by Primary Disability

Primary Disability	1982-83	1992-93
Signif. Limited Intellec. Capac.		
Trainable Mentally Retarded	967	644
Educable Mentally Retarded	3,892	2,533
Signif. Emotional Disability	9,478	10,291
Percept. or Communicative	24,510	38,909
Hearing Disability	968	1,029
Vision Disability	313	325
Physical Disability		
Autism		19
Traumatic Brain Injury		66
Other Physical Disabilities	888	1,753
Speech-Language Disability	9,440	13,426
Multiple Disabilities		
Deaf-Blind	6	58
Other Multiple Disabilities	1,487	4,297
Preschool Child with Disability	---	2,980
Infant/Toddler with Disability	---	44
Total Students	51,949	76,374
Full-Time Equiv. Students	12,636.8	18,216.1
Percent of Membership	9.5%	12.5%
Percent of 3-17 Population	---	10.2%

- The percentage of total special education staff who were teachers and speech correctionists decreased from 55.6 percent in 1982-83 to 50.2 percent in 1991-92 and 49.6 percent in 1992-93. During that same ten-year period, instructional aides and tutor interpreters have increased from 21.0 percent in 1982-83 to 30.2 percent in 1991-92 and 31.5 percent in 1992-93.

- Administrators continue to decrease in actual numbers as well as percent of the total special education staff. In 1982-83, there were 146.1 FTE administrators, which was 2.7 percent of the special education staff. This number decreased to 139.1, or 1.9 percent in 1991-92 and 132.5, or 1.7 percent in 1992-93.

- Public schools have also cut secretarial support of the special education program. The number of special education secretaries was 222.3 in 1982-83, 234.5 in 1991-92, and 220.8 in 1992-93.

Fig. 6.10 Special Education Staff

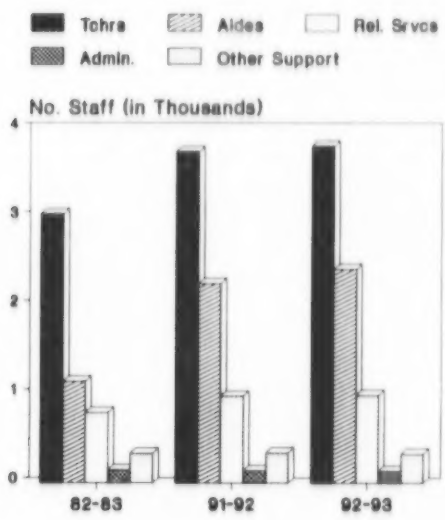
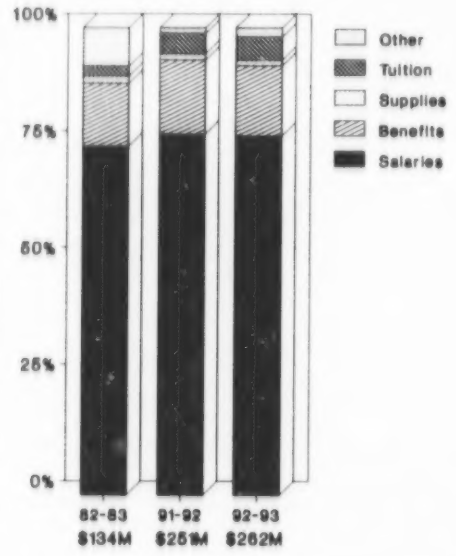


Fig. 6.11 Special Education Costs



- The ratio of students with disabilities to special education teachers and speech correctionists was 17.1 in 1982-83, 19.2 in 1991-92, and 20.1 in 1992-93. This ratio has remained more constant when instructional aides and tutor interpreters are added. The average number of students with disabilities per instructional staff was 12.4 in 1982-83, 12.0 in 1991-92, and 12.3 in 1992-93.

Costs and Revenues

During the 1992-93 school year, special education and related services in Colorado public schools cost $262.0 million, compared to $251.2 million in 1991-92 and $134.0 million in 1982-83 (see Fig. 6.11). These costs were supported by federal, state, local, and other funds.

- Salaries and benefits comprised 91.8 percent of the total cost of public school special education programs in 1992-93. The percentage of the total cost represented by salaries and benefits of special education staff remained fairly constant over the past 10 years, increasing from 74.6 percent of total expenditures to 76.8 percent. Benefits have increased from 13.5 to 15.1 percent of the total special education expenditures.

- Tuition paid to administrative units decreased from 1982-83 to 1992-93. Total tuition and excess costs increased 17.1 percent from 1991-92 to 1992-93. During the 1992-93 school year, this expenditure was 4.9 percent of total expenditures.

- The average per student cost for special education services in 1990-91 was $3,427, compared to $2,005 in 1980-81, an increase of 71 percent. After adjusting for inflation, the per student cost increase was 11 percent.

- Local school district funds supported the largest portion (59.4 percent) of the total cost of public school special education programs in 1991-92 (see Fig. 6.12). Total state funding, including the Exceptional Children's Educational Act (ECEA) and all other applicable state funds, accounted for 31.7 percent of special education revenues. The remaining 8.9 percent cost of the program was funded with federal and other revenues.

The Colorado School for the Deaf and the Blind

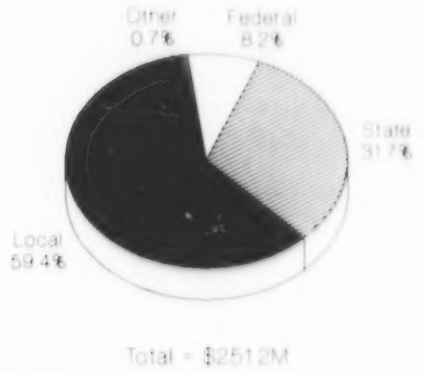
The state-administered school for students with visual and/or auditory disabilities is the Colorado School for the Deaf and the Blind (CSDB) in Colorado Springs. The school program is designed to promote academic, vocational and total development of each student

from preschool through the twelfth grade. Services are offered statewide to deaf and blind students and their families.

- In 1993, CSDB enrolled 213 deaf, blind and multiple handicapped students; 138 deaf students, 42 blind students and 33 students with multiple handicaps. Of the 213 students enrolled, 112 were residential students and 101 were day students. The 1993 enrollment was up from 173 in October 1991, and 209 in 1992.

Fig. 6.12 Special Education Revenues

1991-92



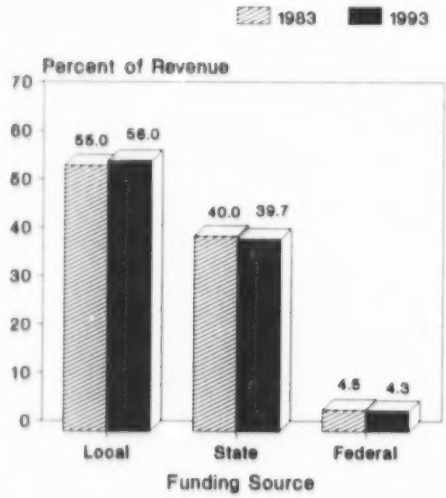
SCHOOL DISTRICT REVENUES AND EXPENDITURES

Revenues

In fiscal year 1993, Colorado school districts received a total of $3.51 billion in local, state and federal revenues.

Local sources provided the largest share of funding for school districts, constituting 56.0 percent of all fiscal year 1993 revenues (see Fig. 6.13).

Fig. 6.13 Revenue Trends
1983-1993



- Local revenue sources included property tax, specific ownership taxes, tuition, fees and other revenues. In 1993, school districts received a total of $1.97 billion in local revenues. Of this total, $1.40 billion was provided by property tax (see Fig. 6.14).

Fig. 6.14 1993 Revenues by Sources

Source	Dollars (millions)	Percentage of total
Local Property Tax	$1,400.5	39.8%
Other Local	567.1	16.2
State Equalization	1,259.3	35.8
Other State	137.1	3.9
Federal	151.2	4.3
Total	$3,515.2	100.0%

- In 1992, Colorado ranked 19th in the nation in percentage of school district revenues from local sources.

State sources provided 39.7 percent of all school district revenues in 1993 (see Fig. 6.13). State sources included the Public School Finance Act, the

English Language Proficiency Act, the Colorado Preschool Program, the Education of Exceptional Children Act and the Public School Transportation Act.

- State sources contributed revenues of $1.39 billion in 1993. Of this amount, $1.26 billion was provided by state equalization funding.
- In 1992, Colorado ranked 32nd in the nation in percentage of revenues from state sources.
- Between 1983 and 1993, the percentage of all school district revenues provided by local sources increased slightly, and the percentage provided by state funds decreased (see Fig. 6.13).

Federal funds were received primarily for special programs targeted toward national priorities. School food services and programs for the disadvantaged and handicapped received the greatest proportion of federal revenues. Federal funds constituted 4.3 percent of all 1993 school district revenues.

Expenditures

In fiscal year 1993, Colorado school districts spent a total of $3.606 billion. Expenditures were incurred for instructional services, support services, and community and other services.

- Instructional program costs totalled $1,737.7 million and constituted 48.2 percent of all school district expenditures in 1993. These costs included salaries, benefits, instructional materials and supplies and other costs of instruction (see Fig. 6.15).
- Support services, including pupil and staff support services, administration, transportation, operations and maintenance and food services, comprised 29.4 percent of 1993 expenditures and totalled $1,059.4 million (see Fig. 6.16).
- Community service and other funds, totalling $808.6 million, accounted for 22.4 percent of expenditures. These expenditures include such major cost items as bond redemption, insurance and capital reserves, and debt services.

Fig. 6.15 1993 Instruction Expenditures Percent Total Expenditures

Area	Dollars in Millions	% Total Expenditures
Salaries	$1,324.0	36.7%
Benefits	264.7	7.3
Purchased Services	63.4	1.8
Supplies/ Materials	63.9	1.8
Capital Outlay	18.7	0.5
Other	3.0	0.1
Total	$1,737.7	48.2

- Colorado ranked 28th among the 50 states and the District of Columbia in 1992 expenditures per pupil. Colorado's average per pupil expenditure of $4,644 was slightly lower than the national average of $5,029.

Fig. 6.16 1990 Support Expenditures Percent Total Expenditures

Area	Dollars in Millions	% Total Expenditures
Pupil Support	$114.9	3.2%
Instruct. Staff	99.7	2.8
General Admin.	51.9	1.4
School Admin.	192.2	5.3
Oper. & Main.	274.4	7.6
Transportation	100.4	2.8
Food	105.5	2.9
Other	120.4	3.3
Total	$1,059.4	29.3

SCHOOL DISTRICTS BY SETTING CATEGORIES*

Core City		
Denver	Denver County	1

Denver Metro		
Adams	Adams County	14
Adams	Brighton	27J
Adams	Mapleton	1
Adams	Northglenn-Thornton	12
Adams	Westminster	50
Arapahoe	Adams-Arapahoe	28J
Arapahoe	Cherry Creek	5
Arapahoe	Englewood	1
Arapahoe	Littleton	6
Arapahoe	Sheridan	2
Boulder	Boulder Valley	RE 2
Douglas	Douglas County	RE 1
Jefferson	Jefferson County	R-1

Urban Suburban		
Boulder	St. Vrain Valley	RE-1J
El Paso	Academy	20
El Paso	Cheyenne Mountain	12
El Paso	Colorado Springs	11
El Paso	Falcon	49
El Paso	Fountain	8
El Paso	Harrison	2
El Paso	Lewis-Palmer	38
El Paso	Manitou Springs	14
El Paso	Widefield	3
Larimer	Poudre	R-1
Larimer	Thompson	R-2J
Mesa	Mesa County Valley	51
Pueblo	Pueblo City	60
Pueblo	Pueblo County Rural	70
Weld	Greeley	6

Outlying City		
Alamosa	Alamosa	RE-11J
Delta	Delta County	50(J)
Fremont	Canon City	RE-1
Las Animas	Trinidad	1
Logan	Valley	RE-1
Moffat	Moffat County	RE No. 1
Montezuma	Montezuma-Cortez	RE-1
Montrose	Montrose County	RE-1J
Morgan	Fort Morgan	RE-3
Otero	East Otero	R-1
Prowers	Lamar	RE-2

Outlying Town		
Adams	Bennett	29J
Archuleta	Archuleta County	50JT
Baca	Springfield	RE-4
Bent	Las Animas	RE-1
Chaffee	Buena Vista	R-31
Chaffee	Salida	R-32
Cheyenne	Cheyenne County	RE-5
Clear Creek	Clear Creek	RE-1
Conejos	South Conejos	RE-10
Crowley	Crowley County	RE-1-J
Elbert	Elizabeth	C-1
Fremont	Florence	RE-2
Garfield	Garfield	RE-2
Garfield	Roaring Fork	RE-1
Grand	West Grand	1-JT
Gunnison	Gunnison Watershed	RE-1J
Huerfano	Huerfano	RE-1
Kit Carson	Burlington	RE-6J
Lake	Lake County	R-1
Larimer	Park (Estes Park)	R-3
Lincoln	Limon	RE-4J
Morgan	Brush	RE-2(J)
Otero	Fowler	R-4J
Otero	Rocky Ford	R-2
Phillips	Holyoke	RE-1J
Prowers	Holly	RE-3
Rio Blanco	Meeker	RE1
Rio Blanco	Rangely	RE-4
Rio Grande	Del Norte	C-7
Rio Grande	Monte Vista	C-8
Routt	Hayden	RE-1
Saguache	Center	26JT
Sedgwick	Julesburg	RE-1
Teller	Woodland Park	RE-2
Washington	Akron	R-1
Weld	Ault-Highland	RE-9
Weld	Eaton	RE-2
Weld	Fort Lupton	RE-8
Weld	Gilcrest	RE-1
Weld	Johnstown-Milliken	RE-5J
Weld	Platte Valley	Re-7
Weld	Windsor	RE-4
Yuma	East Yuma County	RJ-2
Yuma	West Yuma County	RJ-1

Rural		
Adams	Strasburg	31J
Alamosa	Sangre de Cristo	RE-22J
Arapahoe	Byers	32J
Arapahoe	Deer Trail	26J
Baca	Walsh	RE-1
Bent	McClave	RE-2
Conejos	North Conejos	RE-1J
Conejos	Sanford	6J
Costilla	Centennial	R-1
Costilla	Sierra Grande	R-30
Custer	Consolidated	C-1
Dolores	Dolores County	RE No. 2
El Paso	Calhan	RJ-1
El Paso	Elbert	22
El Paso	Miami/Yoder	60JT
El Paso	Peyton	23JT
Elbert	Big Sandy	100J
Elbert	Elbert	200
Elbert	Kiowa	C-2
Fremont	Cotopaxi	RE-3
Garfield	Garfield	16
Gilpin	Gilpin County	RE-1
Huerfano	La Veta	RE-2
Jackson	North Park	R-1
Kiowa	Eads	RE-1
Kit Carson	Arriba-Flagler	C-20
Kit Carson	Stratton	R-4
La Plata	Bayfield	10JT-R
La Plata	Ignacio	11JT
Las Animas	Aguilar Reorganized	6
Las Animas	Hoehne Reorganized	3
Las Animas	Primero Reorganized	2
Lincoln	Genoa-Hugo	C113
Logan	Buffalo	RE-4
Logan	Frenchman	RE-3
Mesa	Plateau Valley	50
Montezuma	Dolores	RE-4A
Montezuma	Mancos	RE-6
Montrose	West End	RE-2
Morgan	Wiggins	RE-50(J)
Otero	Cheraw	31
Otero	Manzanola	3J
Otero	Swink	33
Ouray	Ouray	R-1
Ouray	Ridgway	R-2
Park	Park County	RE-2
Park	Platte Canyon	1
Phillips	Haxtun	RE-2J

Prowers	Granada	RE-1
Prowers	Wiley	RE-13JT
Rio Grande	Sargent	RE-33J
Routt	South Routt	RE-3
San Juan	Silverton	1
San Miguel	Norwood	R-2J
Saguache	Mountain Valley	RE-1
San Miguel	Norwood	R-2J
Sedgwick	Platte Valley	RE-3
Teller	Cripple Creek Victor	RE-1
Washington	Otis	R-3
Weld	Keenesburg	RE-3J

Recreational		
Eagle	Eagle County	RE50
Grand	East Grand	2
La Plata	Durango	9-R
Pitkin	Aspen	1
Routt	Steamboat Springs	RE-2
San Miguel	Telluride	R-1
Summit	Summit	RE-1

Small Attendance		
Baca	Campo	RE-6
Baca	Pritchett	RE-3
Baca	Vilas	RE-5
Cheyenne	Kit Carson	R-1
El Paso	Edison	54JT
El Paso	Hanover	28
Elbert	Agate	300
Hinsdale	Hinsdale County	RE-1
Kiowa	Plainview	RE-2
Kit Carson	Bethune	R 5
Kit Carson	Hi-Plains	R-23
Las Animas	Branson Reorganized	82
Las Animas	Kim Reorganized	88
Lincoln	Karval	RE-23
Logan	Plateau	RE-5
Mesa	DeBeque	49JT
Mineral	Creede Consolidated	1
Morgan	Weldon Valley	RE-20(J)
Saguache	Moffat	2
San Juan	Silverton	1
Washington	Arickaree	R-2
Washington	Lone Star	101
Washington	Woodlin	R-104
Weld	Briggsdale	RE-10
Weld	Pawnee	RE-12
Weld	Prairie	RE-11

* As of July 1, 1994, these setting categories are no longer in the law and will not be used in future reports.

Core City - large urbanized districts with district and city boundaries which are coterminous.

Denver Metro - districts located within the Denver Boulder standard metropolitan statistical area which are primarily suburban in nature, compete economically for the same staff pool and reflect the regional economy of the area.

Urban-Suburban - districts which comprise the state's major population centers outside of the Denver metropolitan area and their immediately surrounding suburbs.

Outlying City - districts in which most pupils live in population centers of seven thousand persons but less than thirty thousand persons.

Outlying Town - districts in which most pupils live in population centers in excess of one thousand persons but less than seven thousand persons.

Rural - districts with no population centers in excess of one thousand persons and characterized by sparse widespread populations.

Recreational - districts which contain major recreational developments that impact the cost of property values, community income and other cost of living components.

Small Attendance - districts which are rural in nature and have pupil enrollments of less than one hundred fifty.

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BOARDS OF COOPERATIVE EDUCATIONAL SERVICES

School District and Associate Members

ADAMS COUNTY BOCES-Westminster

Adams County 14
Brighton 27J
Mapleton 1
Northglenn-Thornton 12
Westminster 50

ARKANSAS VALLEY BOCES-La Junta

Cheraw 31
Crowley County RE-1-J
East Otero R-1
Fowler R-4J
Las Animas RE-1
Manzanola 3J
Rocky Ford R-2
Swink 33

EAST CENTRAL BOCES-Limon

Agate 300
Arriba-Flagler C-20
Bennett 29J
Bethune R-5
Burlington RE-6J
Byers 32J
Deer Trail 26J
Genoa-Hugo C113
Hi Plains R-23
Karval RE-23
Kit Carson R-1
Limon RE-4J
Morgan Community College
Strasburg 31J
Stratton R-4
Woodlin R-104

GRAND VALLEY BOCES-Grand Junction

Mesa County Valley 51
Mesa State College

MOUNTAIN BOCES-Leadville

Aspen 1
Buena Vista R-31
Colorado Mountain College
Eagle County RE 50
Garfield 16
Garfield RE-2
Lake County R-1
Park County RE-2
Roaring Fork RE-1
Salida R-32
Summit RE-1

NORTHEAST BOCES-Haxtun

Akron R-1
Arickaree R-2
Buffalo RE-4
East Yuma County R-J-2
Frenchman RE-3
Haxtun RE-2J
Holyoke RE-1J
Julesburg RE-1
Lone Star 101
Northeastern Junior College
Otis R-3
Plateau RE-5
Platte Valley RE-3
Valley RE-1
West Yuma County R-J-1

NORTHERN COLO BOCES-Longmont

Colorado State University
Park R-3
St Vrain Valley RE1J
Thompson R-2J
University of Colorado
University of Northern Colorado

NORTHWEST COLO BOCES-Steamboat Springs

East Grand 2
Hayden RE-1
North Park R-1
South Routt RE-3
Steamboat Springs RE 2
West Grand 1

PIKES PEAK BOCES-Colorado Springs

Big Sandy 100J
Calhan RJ1
Cheyenne Mountain 12
Cripple Creek-Victor RE-1
Edison 54 JT
Elbert 200
Ellicott 22
Falcon 49
Fountain 8
Hanover 28
Harrison 2
Kiowa C-2
Lewis-Palmer 38
Manitou Springs 14
Miami/Yoder 60 JT
Peyton 23 JT
Widefield 3
Woodland Park RE-2

SOUTH PLATTE VALLEY BOCES-Fort Morgan

Briggsdale RE-10
Brush RE-2 (J)
Fort Morgan RE-3
High Plains Youth Center
Morgan Community College
Prowers RE-12
Prairie RE-11
Weldon Valley RE-20 (J)
Wiggins RE-50 (J)

SAN JUAN BOCS-Durango

Archuleta County 50 JT
Bayfield 10JT-R
Durango 9-R
Fort Lewis College
Ignacio 11 JT
Silverton 1

SAN LUIS VALLEY BOCS-Alamosa

Adams State College
Alamosa RE-11J
Centennial R-1
Center 26 JT
Creede Consolidated 1
Del Norte C-7
Moffat 2
Monte Vista C-8
Mountain Valley RE1
North Conejos RE1J
Sanford 6J
Sangre de Cristo RE-22J
Sargent RE-33J
Sierra Grande R-30
South Conejos RE-10

SOUTH CENTRAL BOCES-Pueblo

Aguilar Reorganized 6
Branson Reorganized 82
Cotopaxi RE-3
Custer Consolidated C-1
Florence RE-2
Hoehne Reorganized 3
Huerfano RE-1
La Veta RE-2
Primero Reorganized 2
Pueblo (City) 60
Pueblo County Rural 70
Trinidad 1
Trinidad State Junior College
University of Southern Colorado

SOUTHEASTERN BOCES-Lamar

Campo RE-6
Cheyenne County RE-5
Eads RE-1
Lamar Community College
Lamar RE-2
McClave RE-2
Plainview RE-2
Pritchett RE-3
Granada RE-1
Holly RE-3
Kim Reorganized 88
Springfield RE-4
Vilas RE-5
Walsh RE-1
Wiley RE-13 JT

SOUTHWEST BOCS-Cortez

Dolores County RE No. 2
Dolores RE-4A
Fort Lewis College
Mancos RE-6
Montezuma-Cortez RE-1
Norwood R-2J
Telluride R-1
West End RE-2

WELD BOCES-LaSalle

Ault-Highland RE-9
Eaton RE-2
Fort Lupton RE-8
Gilcrest RE-1
Johnstown-Milliken RE-5J
Keenesburg RE-3
Platte Valley RE-7

WEST CENTRAL BOCES-Montrose

DeBeque 49JT
Delta County 50(J)
Gunnison RE1J
Hinsdale County RE 1
Montrose County RE-1J
Ouray R-1
Plateau Valley 50
Ridgway R-2

SCHOOL DISTRICTS NOT IN BOCES

Academy 20
Adams-Arapahoe 28J
Boulder Valley RE-2
Canon City RE-1
Cherry Creek 5
Clear Creek RE-1
Colorado Springs 11
Denver County 1
Douglas County RE-1
Elizabeth C-1
Englewood 1
Gilpin County RE-1
Greeley 6
Jefferson County R-1
Littleton 6
Meeker RE1
Moffat County RE No. 1
Platte Canyon 1
Poudre R-1
Rangely RE4
Sheridan 2
Windsor RE-4

SPECIAL FOCUS BOCES

Expeditionary BOCES, Denver
Rio Blanco BOCES, Rangley

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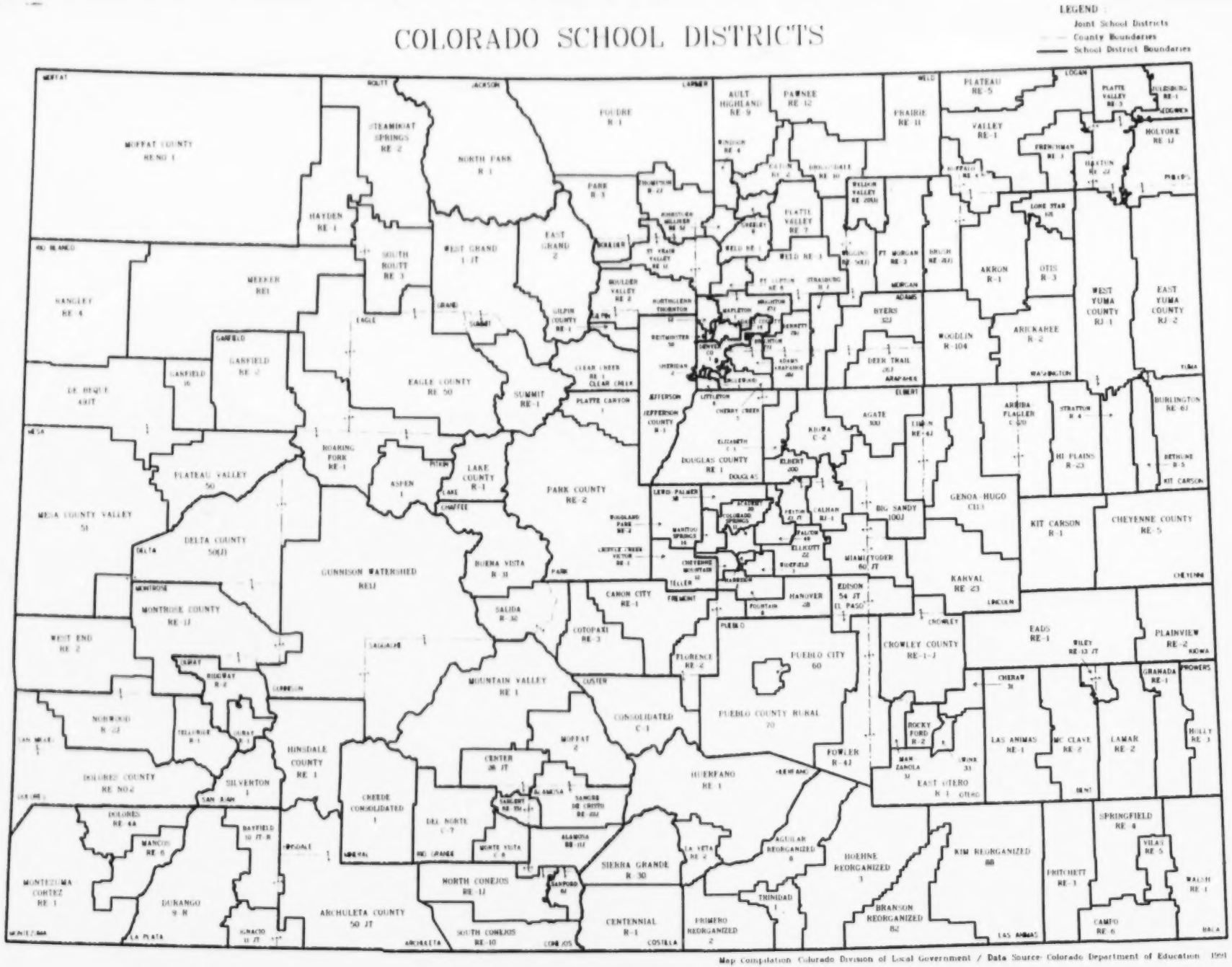
COLORADO SCHOOL DISTRICTS



Map Compilation: Colorado Division of Local Government / Data Source: Colorado Department of Education 1991

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JOHN IRWIN
COLORADO SCHOOLS OF EXCELLENCE

In March 1994 the State Board of Education selected five 1993 John Irwin Colorado Schools of Excellence. These schools were selected from the 1993 Commissioner's Challenger Schools based on two-year records of outstanding accomplishment, supported by multiple assessments of student performance, community satisfaction, and demonstration of effective school practices. Recognition is granted annually by the State Board of Education and the Colorado Association of Commerce and Industry (CACI). Recommendations for recognition are received from the State School Performance Awards Panel.

Buchanan Middle School (East Yuma RJ-2, Wray)	Fraser Valley Elementary School (East Grand 2, Fraser)
Calhan Elementary & Middle Schools (El Paso County RJ-1, Calhan)	Otero Elementary School (Harrison 2, Colorado Springs)
Colorado's Finest Alternative High School (Englewood)	

1994 COMMISSIONER'S CHALLENGER SCHOOLS

Twenty-four schools were designated by the State Board as Commissioner's Challenger Schools during 1993-94 These schools have contracted to show two-year records of outstanding student performance related to the State Board goals. Student performance in these schools is assessed using a combination of performance-based, criterion-referenced, and norm-referenced assessments. In addition, school contracts target community satisfaction and effective school practices.

Academy Charter School (Douglas County-Castle Rock)	East Middle School (Aurora 28J)	Lake County Intermediate (Leadville)
Adams City Middle School (Adams 14)	Estes Park Elementary School	Liberty Elementary (Rocky Ford)
Bennett High School (Bennett 29J)	Fitzsimmons Middle School (Platte Canyon)	Otero Elementary (Harrison School District)
Buchanan Middle School (East Yuma RJ-2)	Fraser Valley Elementary (East Grand)	Silverthorne Elementary (Summit County)
Byers 32-J District (Arapahoe County)	Highland Elementary School (Ault-Highland)	Springfield Elementary (Springfield RE-4)
Calhan Elementary School (Calhan RJ-1)	Horizon High School (Adams 12)	Springfield Jr./Sr. High (Springfield RE-4)
Colorado's Finest Altern. High Sch. (Englewood)	Kemp Elementary School (Adams 14)	Woodlin R-104 District (Washington County)
Deer Trail School District 26J	Kiowa RE-2 District (Plainview)	Yuma Middle School (West Yuma RJ-1)